

BUSINESS EDUCATION WORLD

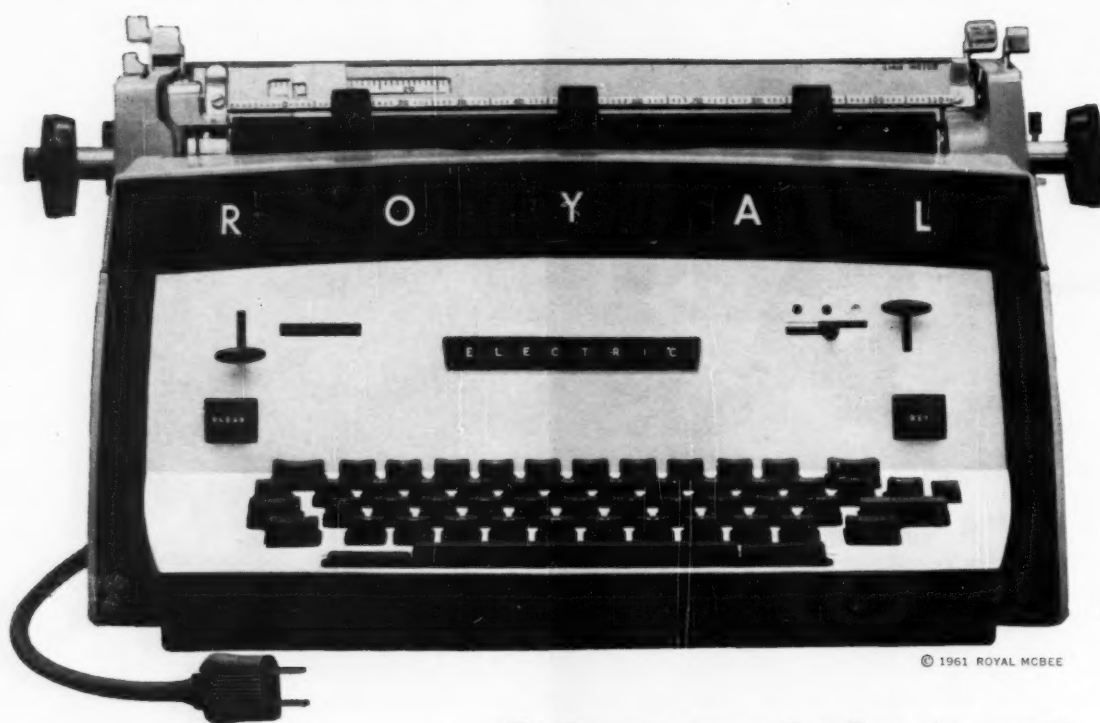
DECEMBER, 1961



Peace on earth, good will toward men

*Quick speed is good,
where Wisdom
Leads the way.*

[R. Green, Selimus]



© 1961 ROYAL MCBEE

Help your students get ahead faster... with Royal Electrics

Your students will get better jobs . . . get ahead faster in business if you give them Royal Electric training now. Because today business is buying more Royal Electrics than ever before.

Royal Electric helps students advance faster in the classroom, as well. Key-stroking and carriage-return are quickly mastered, for drills are reduced to a minimum.

Switching Manual students to Electric? Royal's Touch Control® adjusts to help them feel sure-footed from the first lesson.

For help in planning your Electric typewriter needs, call your Royal Representative! Write for booklets: "Electric Typing

Methods for the Teacher" and "Electric Keyboard Mastery"—850 Third Avenue, New York 22, N. Y. Royal McBee Corp.

ROYAL®
SPECIALISTS IN BUSINESS MACHINES



It couldn't be more complete! The sleek Voicewriter, and its tape companion, Edison Envoy, each with its own manual for the

student and the instructor. There are eight pre-recorded discs; eight pre-recorded tapes—also the Edison proficiency certificate.

Enlarged! Expanded! Improved!

Edison Voicewriter Transcribing Course now teaches from both disc and tape machines

THE WIDESPREAD ENTHUSIASM generated among both teachers and students by the Edison Voicewriter Course inspired us to expand the course to include the same fast, precise instruction for the tape favorite . . . Edison Envoy! At the same time we have doubled the number of discs, now eight, and have added eight tapes. These now contain many current business letters from prominent corporations . . . dictated by different voices, at different levels and in different manners—ideal training material.

Here is sound, practical training . . . for accurate, fast transcription . . . for thorough familiarization with both basic types of modern dictation equipment. This new

course is available to all schools and teachers using Edison equipment for business classes.

You will give your students a distinct employment advantage with the training this course provides. For all details, just fill in and mail the coupon.

TO: Edison Voicewriter, Dept. BEW-12, West Orange, N. J.
Please have your local representative show me the new Edison Transcriber machines and your Secretarial Transcribing Course.

Name _____

Title _____

School _____

Street _____ Phone No. _____

City _____ Zone _____ State _____

Edison Voicewriter

A Product of Thomas A. Edison Industries. McGraw-Edison Company.
West Orange, N. J. In Canada: 32 Front Street W., Toronto, Ontario



FEATURE ARTICLES

- HOW EFFECTIVE IS TEAM TEACHING IN GENERAL BUSINESS?** 7
It has worked well for this school Gerald W. Maxwell and others
- ENTHUSIASM BUILDS INTEREST IN THE NOTEHAND COURSE** 13
Use a variety of methods to spread the good word Sarah Pyles
- WHY DO BUSINESS STUDENTS NEED SO MUCH RETRAINING?** 14
Schools aren't fulfilling their responsibilities Francyne K. Porter
- TRY A DOOR-TO-DOOR CHRISTMAS COOKIE CAMPAIGN** 16
Give D.E. students a chance to sell the hard way Frank Cline
- TEACH DECISION-MAKING AT THE TYPEWRITER** 18
Skill isn't enough; typists must be able to think Donald Bobb
- SECONDARY BUSINESS EDUCATION NEED NOT BE TERMINAL** 20
Encourage your students to pursue their education . . . James A. Parfet
- IS SHORTHAND A DYING SUBJECT?** 23
It's very much alive, a nationwide sampling shows . . William J. Karaim
- STUDENTS "SUDDENLY" LEARN TO TYPE** 24
The keyboard can be learned quickly with Tuch-Rite . . . Philip S. Gross
- SALES INSTRUCTION HAS CARRY-OVER POWER** 27
Most sales students eventually use their training . . . George P. Barber
- BOOKKEEPING WORK EXPERIENCE ONE HOUR A DAY** 28
This program can be very helpful in a small town . . . Gayle A. Stelter

SPECIAL SERIES

- TEN WAYS TO MOTIVATE STUDENTS: I. IN TYPING** 11
Tested devices, selected from among many . . M. Brady, E. H. Blackledge
- EFFECTIVE TEACHING TECHNIQUES FOR GENERAL BUSINESS (3)** 25
These methods are designed for maximum results I. David Satlow

DEPARTMENTS

- Just Between Us . . Helen H. Green 29 Teaching Aids Jane F. White 32
- Shorthand Corner . . R. A. Hoffmann 31 Professional Report 35
- New Business Equipment 40

BUSINESS EDUCATION WORLD articles are indexed in Business Education Index and Education Index. BUSINESS EDUCATION WORLD is also available in a microfilm edition from University Microfilms, 313 North First Street, Ann Arbor, Michigan.

SUBSCRIPTIONS: Send subscription correspondence and changes of address to Subscription Manager, BUSINESS EDUCATION WORLD, 330 W. 42 St., New York 36, N. Y. Subscribers should notify publication promptly of any change of address, giving old as well as new address and including postal zone number, if any. If possible enclose an address label from a recent issue of the magazine. Please allow one month for change to become effective.

Postmaster: Please send form 3579 to BUSINESS EDUCATION WORLD, 330 W. 42 St., New York 36, N. Y.

BUSINESS EDUCATION WORLD

Editor

JAMES BOLGER

Assistant Editor

RAYMOND HAMILTON

Copy Editor

JEAN CATLIN

Editorial Associates

ALAN C. LLOYD
ROY W. POE
CHARLES E. ZOUBEK
FRED C. ARCHER

Contributing Editors

RICHARD A. HOFFMANN
JANE F. WHITE
HELEN H. GREEN
MARION WOOD

Production Manager

ELEANOR PERZ



Publisher

E. WALTER EDWARDS

Advertising Representatives:

McGraw-Hill Publishing Company, Inc.

Atlanta 3 — ROBERT H. POWELL, Jr., 1375 Peachtree St., N.E. Trinity 5-0523

Chicago 11 — WALTER M. LANGE, 645 N. Michigan Ave. Mohawk 4-5800

Dallas 1 — FRANK LeBEAU, The Vaughn Bldg., 1712 Commerce St. Riverside 7-5117

Denver 2 — JOHN W. PATTEN, Tower Building, 1700 Broadway. Alpine 5-2981

Houston 25 — JOSEPH PAGE, W-724 Prudential Bldg. Jackson 6-1281

Los Angeles 17 — NOEL HUMPHREY, 1125 W. Sixth St. Huntley 2-5450

New York 36 — ERNEST WIMPERIS, 330 W. 42 St. Longacre 4-3000

San Francisco 4 — ROBERT T. KOCH, 225 California St. Douglas 2-4600

BUSINESS EDUCATION WORLD, formerly The Key and The American Shorthand Teacher, is published monthly, except July and August, by the Gregg Publishing Division of McGraw-Hill Book Co., Inc. Publication Offices: Third & Hunting Park Ave., Philadelphia 40, Pa. EXECUTIVE, EDITORIAL, CIRCULATION, and ADVERTISING OFFICES, 330 W. 42 St., New York 36, N. Y. Officers of McGraw-Hill Book Co.: Edward E. Booher, President; L. Keith Goodrich, Vice-President and Treasurer; John J. Cooke, Secretary.

Subscriptions are solicited only from teachers, administrators, private-school owners and supervisory personnel engaged in business and distributive education. (Position and school connection must be indicated on subscription orders. Send to address shown in box at left.)

United States subscription rate, \$4 per year, single copies, 50 cents; Canada, \$4.50 per year; Latin America, \$6.50 per year; all other foreign, \$7.50 per year. Second-class postage paid at Philadelphia, Pa. Printed in U. S. A. Title registered in U. S. Patent Office. ©Copyright 1961 by Gregg Publishing Division, McGraw-Hill Book Co., Inc. All rights reserved.

You Can Deduct Meeting and Convention Expenses

JOSEPH ARKIN, CPA

SECTION 162 (a) of the Internal Revenue Code of 1954 provides for the deduction of all ordinary and necessary expenses paid or incurred during the taxable year in carrying on any trade or business. The same section also provides for the deduction of traveling expenses (including the entire amount spent for meals and lodging) while away from home in pursuit of a trade or business.

A schoolteacher who joins a local, state or national teachers association or federation can deduct the monetary costs of attending meetings of such groups, in addition to the expense of dues and assessments.

In the case of H. B. McNary, a consulting engineer, he was denied the right to deduct for the cost of attending professional meetings (11 Tax Court Memo 692, C.C.H. Dec. 19084). Despite this adverse court ruling, there seems to have been a liberalization on the part of the Internal Revenue Service in connection with the deduction for such expenses, and it is my opinion that, because the costs of attending conventions have been held to be a proper deduction, it would follow that attending a meeting of a local group would be in the same category.

The deductible costs of attending conventions or conferences include food and lodging while away from home, incidental travel expenses and the actual cost of travel to and from the convention site.

Mere membership in a professional organization, however, does not entitle a taxpayer to deduct expenses of attending a convention of the organization unless his attendance is in connection with his trade or business.

Expenses in connection with a taxpayer's wife accompanying him on a convention trip are deemed to be personal in nature and not deductible. One exception to this rule occurs when it can be shown that the services of a secretary are necessary and the wife actually fulfills the duties of a secretary; in such a case, her presence is not strictly for personal reasons.

Another exception would apply if it could be shown that the presence of the wife was absolutely necessary for a bona fide business reason; burden of proof would rest on the taxpayer.

That portion of the trip expenses devoted to sight-seeing and visiting friends and relatives in the convention city or area are considered to be personal expenses and hence are not deductible.

When a local teachers group appoints a delegate to attend a regional, national or international conference or convention, the delegate does not, merely because of that status, become entitled to deduct as business expenses the costs incurred in connection with his attendance at such a convention. He can deduct such expenses only if they are incurred in carrying on the taxpayer's own trade or business activities as distinguished from those of another.

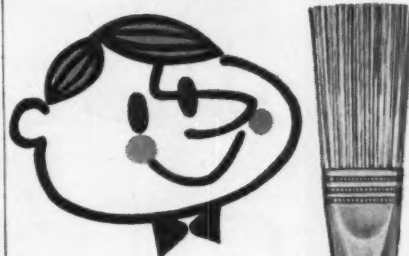
The delegate's allowance of deductions for convention expenses as business expenses will depend on whether the relationship between the taxpayer's trade or business and his attendance at the convention is such that by his attendance he is benefiting or advancing the interests of his trade or business. One method of determining whether such a relationship exists is for the teacher to compare duties and responsibilities of his own position with the purpose of the meetings as shown by the agenda.

The matter of a delegate's deduction of convention expenses is covered in detail in Revenue Ruling 59-316, Internal Revenue Bulletin 39, page 7.

In a case in which a teacher is an employee receiving salary in lieu of fees, he, too, can deduct certain expenses in connection with attending conventions.

If an employee's expenses meet the test of Section 162 (a) of the Code—if they are ordinary and necessary expense incurred in connection with the performance of his services as an employee and consist of traveling ex-

You're seeing a Miracle



—Smathers is smiling

Erase Without a Trace® with A.W. Faber's **ERASERSTIK®**

The original pencil shaped grey eraser — always the best point for erasing.

Is it fair to call your superior an "old grouch" because he refuses to sign letters with erasures that show ghosts and sloppy strikeouts?

But now Smathers is all smiles. His secretary has discovered ERASERSTIK. She has just handed him a crisp, sparkling letter he is proud to sign.

With ERASERSTIK she was able to erase without a trace. It lets you get into tight places to remove one letter without blurring the whole word.

ERASERSTIK will open the door to typing perfection for you. Sharpens to the point you prefer — blunt, medium or slender.

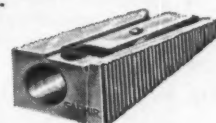
ERASERSTIK with brush, 20¢ — at good stationers everywhere.

A.W. FABER ERASERSTIK CALL SERVICE U.S.A. 7099

A.W. FABER ERASERSTIK CALL SERVICE U.S.A. 7099B

SAPHIR BRASS HAND SHARPENER #4035

works like magic. Gives you the correct point on your ERASERSTIK—then stops sharpening. If you use one, you need the other. \$1 at your Stationer.



A.W. Faber-Castell Pencil Co., Inc., Newark 3, N. J.

Famous Harco
"LIFT-LOK"
Chairs and Stools



HARCO

**MATCHING CHAIRS AND STOOLS
FOR
ALL HARCO EQUIPMENT**

The all NEW exclusive "Lift-Lok" adjustment automatically adjusts the seat for persons of all heights. From its lowest position to the desired height simply lift up seat and seat will automatically lock.

SIMPLE - INSTANT - POSITIVE

**Also available with
Cast-Iron Base**

P-1521

**FULL HEIGHT ADJUSTMENT
ON ALL CHAIRS AND STOOLS**



Over 25 styles and sizes of chairs and stools available. Equipped with the famous "Lift-Lok" mechanism.

Write, Wire or Call for FREE 30 day trial,
catalog and price list
**FULL 12 YEAR GUARANTEE ON ALL
HARCO CHAIRS AND STOOLS**

GARRETT TUBULAR PRODUCTS, INC.
P.O. BOX 237 DEPT. BEW GARRETT, INDIANA

NEW!

NEW!

NEW!



the Strong-Pacer

... an at-the-desk typing training device

The Strong-Pacer is used to automatically time and pace a typist while taking drills to improve performance in both speed and accuracy.

The Strong-Pacer was developed for use on an individual basis to provide personalized pacing assistance in the improvement of typing skill from 30 to 150 words a minute.

The Strong-Pacer comes complete with an instructional manual which includes 40 pages of pacing drills sufficient for many weeks of training.

For more detailed information write to:

TRICO SERVICE COMPANY
1337 S. Garner St., State College, Pa.

NOW IN REPRINT FORM

A New Teaching Aid For Shorthand Teachers

A 24-page reprint containing shorthand terms (with definitions and shorthand outlines) that have appeared in TODAY'S SECRETARY and the corresponding special dictation material that has been featured in the Teacher's Edition of TODAY'S SECRETARY. Ten fields are covered in this booklet: Medical, Psychology, Psychiatry, Tape Recording, Insurance, Space, Legal, Data Processing, Public Utility, Dental, and Photography.

You can obtain copies of this reprint by filling out the order form below. Your remittance of \$1.00 for each copy must accompany your order.

Reprint Department
Today's Secretary
330 West 42 Street
New York 36, New York

Please send me . . . copies of Industry Terms in Gregg Shorthand with Special Dictation @ \$1.00 per copy. My remittance of \$. . . is enclosed.

Name
Address
City
State

DEDUCT EXPENSES (continued)

penses, transportation expenses or expenses for which he is reimbursed by his employer—such expenses are deductible under Section 62 (2) of the Code in computing adjusted gross income. (Revenue Ruling 60-16, Internal Revenue Bulletin 3, page 10.) Thus, the taxpayer can deduct the expenses incurred and still be eligible to use the tax table or the standard deduction.

When the expenses are not reimbursed by the employer, an employee is permitted to deduct the cost of attending conventions if they are directly connected with his employment. In this case, automobile and other travel expenses are deductible on page 1 of the tax form, and on page 2 under the heading "Miscellaneous" for other expenses.

Note: The right to this type of deduction by a teacher has been established in Perkins 11 Tax Court Memo 532, C.C.H. Dec. 19006 (m).

STATEMENT REQUIRED BY THE ACT OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, JULY 2, 1946 AND JUNE 11, 1960 (74 Stat. 208) SHOWING THE OWNER-SHIP, MANAGEMENT, AND CIRCULATION OF

BUSINESS EDUCATION WORLD, published monthly except July and August, at Philadelphia, Pennsylvania, for October 1, 1961.

1. The names and addresses of the publisher, editor and business managers are: Published by McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 36, N. Y.; Editor, James Bolger, 330 West 42nd St., New York 36, N. Y.; Managing editor (none); Business manager, Walter Edwards, 330 West 42nd St., New York 36, N. Y.

2. The owner is: McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 36, N. Y. Sole stockholder: McGraw-Hill Publishing Company, Inc., 330 West 42nd St., New York 36, N. Y. Stockholders holding 1% or more of stock are: Donald C. McGraw, Elizabeth McGraw Webster, Donald C. McGraw, Jr., & Harold W. McGraw, Jr. Trustees under Indenture of Trust m/b James H. McGraw, dated 1/14/21 as modified; Donald C. McGraw & Harold W. McGraw. Trustees under an Indenture of Trust m/b James H. McGraw, dated 7/1/37 as amended; Donald C. McGraw, individually; Estate of Mildred W. McGraw, Donald C. McGraw and Catherine McGraw Rock. Executors; (all of 330 West 42nd St., New York 36, N. Y.); Grace W. Mehren, 536 Arenas St., La Jolla, Calif.; Douglass & Co., 140 Broadway, New York, N. Y.; Touchstone & Co., c/o Wellington Fund, Inc., Claymont, Delaware.

3. The known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities are: None.

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner.

5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: 16,846.

McGraw-Hill Book Company, Inc.
By John J. Cooke, Secretary

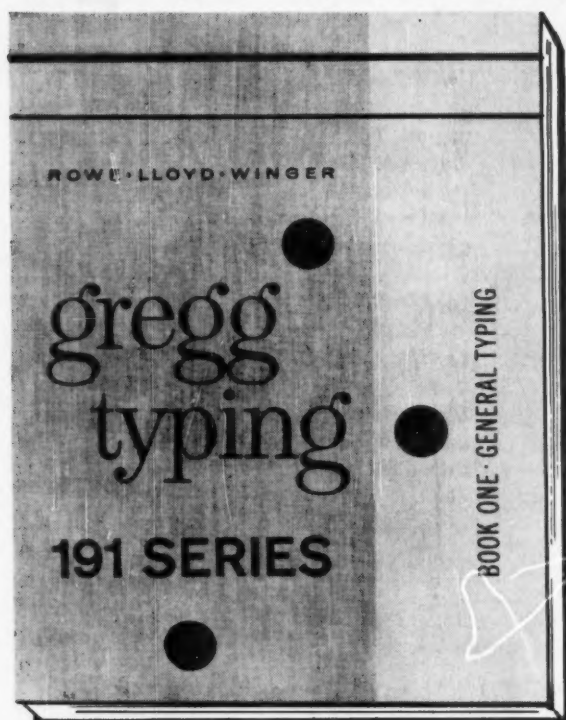
Sworn to and subscribed before me this 18th day of September, 1961. (Seal.) Janet A. Hartwick. (My commission expires March 30, 1963.)



FOR YOUR TYPING COURSE

*Now you can expect production standards at least 10% higher than previous national standards: **FIRST SEMESTER** — an average speed of 35 wpm, for five minutes, within five errors; **SECOND SEMESTER**—an average speed of 45 wpm, for five minutes, within 3 errors... truly a

BREAKTHROUGH in PERFORMANCE STANDARDS



- **PERFORMANCE STANDARDS**—indicated by PAR—provide a goal, encourage, challenge, and impel maximum effort . . . and guide the student to selective drills.
- **CLINICS** provide individually tailored practice—capitalize on individual prowess, eliminate individual weaknesses, and **ASSURE INDIVIDUAL PROGRESS**.
- **PRODUCTION BARRIERS DISAPPEAR** with GT/191. This spectacularly new text trains students to turn out production work as rapidly as they copy simple paragraph material—makes possible the use of production material for skill development.
- **PWCS** (production word count system), the most revolutionary thing to happen in typing texts since 1902, **EQUATES ALL KINDS OF COPY**, providing a single standard of skill measurement . . . enables students to build production power and basic typing skill at the same time!
- **DRILL IN DEPTH** develops double control of new keys, stresses technique, reduces need for remedial practice.
- **SKILL CORRIDOR**—controlled speed, accuracy, and timings — insures optimum skill development.



FIRST modern typing text available in a special TEACHER'S EDITION!!
NEW TEACHING PLAN — you really teach with GT/191!

the TEACHER is important with
gregg typing / 191 SERIES

By LLOYD, ROWE, and WINGER

Write for "sixty-three reasons why GT/191 Series is my kind of typing text"

GREGG PUBLISHING DIVISION • MCGRAW-HILL BOOK COMPANY, INC.
New York 36: 330 West 42 St. Chicago 46: 4655 Chase Ave. Dallas 2: 501 Elm St. Corte Madera, Calif: 201 Tamal Vista Dr.

TOUCH- MASTER FIVE

TEACHERS' PET

Typing teachers like the new Underwood TOUCH-MASTER FIVE because it combines

...Rugged construction to withstand rough classroom use

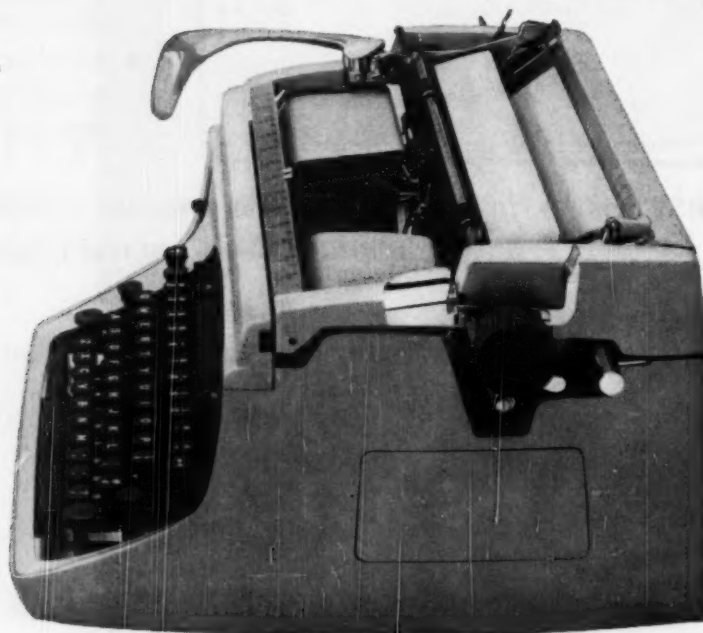
...Exceptional lightness of touch

...Exceptionally light, fast carriage return

...Instantly responsive touch tabulation

...Paper centering, title-heading centering and aligning scales and balanced margin indicators.

underwood



GERALD W. MAXWELL

San Jose (Calif.) State College

MIKE BRONNER CLIFF LESCHINSKY

Andrew Hill High School, San Jose, Calif.

KATHERINE WARNER

Graduate Student, San Jose State College

DECEMBER, 1961
VOL. 42, NO. 4

BUSINESS EDUCATION WORLD

HOW EFFECTIVE is team teaching in general business? Here's the story of how it worked at Andrew Hill High School, San Jose, California, where a program of team teaching in general business was instituted during the 1960-61 school year.

In team teaching, two or more credentialed teachers take joint responsibility for planning, teaching and evaluating one class. It usually involves the use of secretarial help, two or more smaller classes scheduled together as one large class and a free period scheduled for team planning.

Andrew Hill, a four-year high school, is one of 16 high schools located in or close to San Jose, a city of 200,000 population. It has an enrollment of 1,350 students, many of whom are terminal; approximately 75 per cent of its graduates do not go on to college.

The team-taught general business class started with an enrollment of 69 students. (It later grew to 94.) Here is some background information on the class:

- 32 freshmen and 37 sophomores
- 53 girls and 16 boys
- Spanish spoken as a second language in 21 (30%) of the 69 homes, Portuguese in 1 home
- Father or guardian worked as a skilled workman in most of the homes
- Approximately 5 of every 6 students enrolled in general business because they wanted to
- Class composed mostly of students of average or below-average ability

The basic objectives of the team-taught general business course were to impart a knowledge of our everyday business world and some of the more basic functions involved. Consumer goods and services were discussed and investigated, and an understanding of our economic system presented and stressed throughout the course.

To begin preparations for the team-teaching experience, a summer planning workshop was held under the direction of Dr. Gerald W. Maxwell of

THIS general business class often breaks up into small groups. Here, Mike Bronner leads one discussion; Cliff Leschinsky (standing, back turned) is en route to another.



Team Teaching In General Business?

San Jose State College. It was attended by the team-teachers-to-be as well as by other business teachers in the school district. To supplement the experience the team teachers gained on the job, an intensive investigation into background information on team teaching was conducted by Katherine Warner.

The general business team at Andrew Hill consisted of two regularly credentialed business teachers, Mike Bronner and Cliff Leschinsky, and a secretarial "para-professional" (an uncertificated person with some typing skill and a background in the subject involved), Mrs. James Armstrong.

Messrs. Bronner and Leschinsky

worked as "equals." In some team-teaching situations, however, one of the team members may serve as the "master teacher" or "team leader," working in a co-ordinating as well as a teaching capacity. Luckily, in the twelve units included in the general business course, the six units representing the major interests of one teacher happened to differ from the major interests of the other. Therefore, Mr. Bronner took the lead in six units; Mr. Leschinsky played the top role in the other six. Both teachers, however, made some contribution to the planning and teaching of each unit. (Two student teachers, William Lawton the first semester and Richard Bristow the second semester, were assigned to the class. Since student teachers substitute for rather than add to a regular staff, their function should not be considered within the framework or the evaluation of the team-teaching program.)

The secretary of the team (the para-professional already referred to) was employed by the school on a part-time basis and was available to the team for two periods each day. She worked with the time-honored absence list, kept the rollbook, issued the passes, made class counts and handled the varied array of slips of paper that filtered across the desk during a class period. She also typed tests, corrected objective tests, supervised make-up exams, compiled point totals, made out report cards and occasionally manufactured a teaching device.

It was necessary, of course, for the

team teachers and the para-professional to learn to work well together and to learn by experience how best to co-ordinate their activities. The desired objective for the para-professional was to perform as many of the nonteaching activities as possible.

Organization of Team Classes

There are three predominant methods of organizing team classes:

- Have one large group of students enrolled in one class meet together every day, breaking down into small groups within the room when class activities warrant such action.
- Schedule two or more sections of the class for the same period, having the classes meet in separate rooms under the direction of one team teacher to each class for small-group instruction and making it convenient for large-group sessions.
- During the same period schedule two classes of different yet complementary subject matter.

At Andrew Hill the first approach was used. As the year progressed, the students were organized into small groups of six students, with a chairman appointed for each group.

Team Lesson Planning

A vital part of the team program was a planning period included in the school schedule.

Mr. Bronner and Mr. Leschinsky found it essential to work together closely at the beginning of the school year on the long-range planning of the course. Careful consideration was

given to the units to be included, the time allotment for each of the units and the designation of the "leader" teacher for each unit. Throughout the year, they found that clear communication was necessary. Sometimes one team teacher would prepare during the class period while the other teacher was before the class.

The team teachers spent less time than usual on such repetitious chores as taking roll and signing absence slips; however, each of them worked considerably harder on his share of the planning and teaching of the course.

The average enrollment throughout the duration of the general business class at Andrew Hill was 80 students. An interesting sidelight was that the classroom contained only 75 chairs. Were it not for the fact that at least five students were absent each day (this never failed to happen), some students would have had to stand.

Although a large number of students was expected, the ratio of students to teachers was not increased measurably. It was felt that the total number of students divided by the number of teachers on the team should equal approximately the number of students a teacher should handle in a class that he teaches by himself.

What About the Cost?

Team teaching in itself demands no particular set of financial requirements. You can save, spend more or keep costs the same as those for



USING the skit form, Bronner interviews students before the large group as Cliff Leschinsky watches from side of room.

solo teaching; the amount spent on the program depends on what the school district wants.

At Andrew Hill, the faculty-salary cost remained the same, since two teachers handled just twice the usual load of one teacher. There was, however, the salary of the para-professional in addition. The "gadgets" purchased were few but extremely effective. The major aid was an overhead projector and a screen large enough to enable the student in the last seat of the last row to see easily. It was decided that a microphone system would be helpful; it was purchased at midyear. Other audio-visual material used in the team-teaching situation was standard equipment already owned by the school: slide projectors, motion picture projectors, tape recorders, small lectern and phonographs.

Large rooms are needed for the larger size classes ordinarily associated with team teaching. Many schools improvise by using cafeterias, by removing the wall between two normal-size classrooms to transform them into one or by using glass windows and a sound system to connect two adjacent classrooms.

The room should be neither too wide nor too narrow. If it is too wide, the instructor may lose eye contact. On the other hand, the students seated in the rear of a long, narrow room may have difficulty in seeing and hearing.

A high ceiling is desirable so that the screen and blackboard can be raised for easy viewing by the stu-

dents at any point in the room. It is important to have some leeway between the screen and the first row so that the front-row students will not feel the eyestrain of a first row in a movie theater. The chairs should be movable so that they can be arranged easily in small groups.

At Andrew Hill, there are three double rooms measuring approximately 60 by 80 feet, specifically designed for the team approach. At one end of the room is a platform one foot high, as wide as the room and extending ten feet into it. At first, this platform was used as the instructional stand, thus functioning as the front part of the room. However, it was soon found that it was more feasible to use the platform as the rear portion of the room and to place the last three rows of chairs on it. This considerably increased the visibility for those in the back of the room and also gave more flexibility to the teachers.

Teaching Techniques

What are the differences, if any, in the techniques that may be used by team teachers in general business as compared with techniques used by solo teachers in the same course? These two principles would seem to answer this basic question:

- Practically any technique that can be used by a solo teacher in a small-size general business class can be used by team teachers in a larger-size class in the same subject, with the possible exception that give-and-take in discussion on the part of the

entire class might be lessened in the team-teaching situation.

- Basically, the techniques used by team teachers in general business are the same as those used by solo teachers; the difference lies in the added ways in which the techniques can be applied.

The basic premise in planning teaching techniques for team teaching in general business is to classify the activities into (a) large-group instruction, (b) small-group instruction and (c) individual study.

In large-group instruction, the entire class participates in a common learning activity that might include movies, speakers, introductory material, tests and special assignments.

In small-group instruction, the students divide themselves into 13 groups of about six students each. The entire class is seated so that, in each group of six students, three sit in one row and the other three sit to their left. Thus, by simply turning each student and his movable chair right-face or left-face, the entire class can break into small groups in considerably less than ten seconds. In the small groups, problems are discussed, workbook exercises are done co-operatively, field trips are planned, bulletin boards are constructed, and various types of group projects are undertaken.

Individual study is just what it says—the student works or reads alone at his desk.

At Andrew Hill, students are frequently involved in all three types of activities in any one 55-minute



MIKE BRONNER leads a large-group session, using an overhead projector; the screen is behind him, at front of room.

period. This is how one of the team teachers at Andrew Hill describes a typical day:

"Egad!" you say, "you walk into a class and there are 80 kids ready to pounce. What do you do with that many? How do you teach a group that size?" I think we're still a bit in the dark about determining the best way to team-teach a group of 80 students. The lecture method is obvious, but you know the hazards of lecturing 50 minutes to a group of freshmen and sophomores—so that eliminates that.

In fact, it eliminates doing any one thing for the entire period. You have to keep on your toes in this situation and vary the method of approach during each period of the class.

This is how we do it: The beginning of the period may be spent in discussion or the "chatting" technique of talking to the students about the items at hand to prepare them for the day's work. The para-professional is taking roll and signing absence slips. The overhead projector then might be introduced with a teacher-prepared slide about items of fact or information; from this, the class takes notes. Two or three colored slides (acetates) hold attention fairly well and are colorful enough to make your point stick. If the class atmosphere is still right, additional slides may be introduced as long as students show no signs of inattention.

Switching off the overhead and allowing yourself to wander around the classroom, you might present a controversial question concerning the information presented. Using the overhead again, this time as your blackboard, you write the question and explain it to the class as a whole.

You break them into the small groups to discuss the question, and you request each chairman to appoint a member of his group to act as spokesman and present the findings of his group. It seems best to allow only a few minutes for this activity and to set a limit of one or two questions at any one time. During this interval, team teachers wander about checking on the individual groups. At the appointed time, and while students are still in the groups, you call on the spokesman to stand and give his group's answer to the question. The other team teacher is answering a last-minute question off in the far corner. From the various spokesmen's answers, an informal and unusually good debate arises to pique student interest. Judging the time and the atmosphere, you do not call on every group's spokesman.

When you feel that the small-group work has served its purpose, you move them back to the large-group situation. The transfer from small group to large group takes about 20 seconds. The remaining time of the period is spent on worksheets, end-of-chapter activities, or workbook assignments done in individual study.

This program of utilizing all three group approaches within one class period tends to keep the period from becoming dull and flat. If the students come into class anticipating a break from routine

classwork, enthusiasm will continue to thrive.

Team Teaching "Exclusives"

From the experience they have gained, the team teachers at Andrew Hill have devised a number of applications of techniques that can be utilized *only* with the team approach:

LARGE-GROUP TECHNIQUES

- One good technique has been termed the "roving lecture." Teacher A talks to the class and moves around the room so that those at the back can hear him as well as those in front; Teacher B writes notes outlining the presentation on the overhead projector, which flashes the notes in giant size onto the screen at the front of the room.

- Teacher A distributes materials while Teacher B talks to the class.

- Teacher A and Teacher B alternate in presenting material to the class à la Huntley-Brinkley. The relatively rapid switch of talk from teacher to teacher helps greatly to hold the students' interest.

Not a separate technique as such, but appropriate to mention here, is the fact that, while one teacher is at the front of the class, the other can rove around the room squelching any potential discipline problems before they grow to large proportions.

SMALL-GROUP TECHNIQUES

- Teacher A takes a small group of the class on a field trip while Teacher B is on hand to handle the remainder of the class. At Andrew Hill, on the day following a field trip, the pattern has been to have Teacher A take his field-trip group to another room to prepare and rehearse for ten minutes oral reports about yesterday's trip. Then, back in the classroom and in front of the large group, the students give two-minute informal reports of their experience.

- Teacher A takes a small group to another room for special activities such as rehearsing a skit, preparing a panel discussion, constructing a bulletin board or doing library research.

- Teacher A works in another room with students who need remedial, review or advanced work.

- The class is divided into as many groups as there are team teachers; each teacher presents material to his own specific group.

- Teacher A takes the chairman (or another selected bright student) of *each* small group into a separate room the day before somewhat technical or difficult material is to be presented and previews this material for the group of leaders. The following day, the material is presented to the entire large group. Workbook or other assignments are made, and the class is broken up into small groups. Then the chairmen (those who participated in the preview the day before) are truly qualified to give help and guidance to the students in their own group. This is helpful to the students receiving the help as well as to those giving it. The team teachers are free to supervise or to handle special problems and questions.

Grading

The team teachers should plan carefully beforehand for the best possible co-ordination of student grading.

At Andrew Hill, a point system is used for grading. No problems have arisen where a designated number of points are assigned to objective tests and assignments. Both team teachers check the final grade given each student and, where differences arise, determine the grade given after discussion between themselves.

Evaluation of Team Teaching

Team teaching is not a miraculous cure-all. It has several strong disadvantages as well as a number of strong advantages. Perhaps the strongest disadvantage is the loss of the individual student's identity in the large class. Perhaps the strongest advantage is the opportunity for superior teaching.

Following are the advantages that have been discovered from the team-teaching experience at Andrew Hill and from study of the experiences of others.

ADVANTAGES FOR TEACHERS

- There is time to plan work thoroughly—time to prepare, to study, to evaluate, to examine the records of the students to determine *real* needs and backgrounds.

The lesson preparation is often easier when there is opportunity for one teacher to co-ordinate with another regarding methods and presentations. The two can enrich each

(Continued on page 30)

TEN WAYS TO MOTIVATE TYPING STUDENTS

MARY M. BRADY
ETHEL HALE BLACKLEDGE

Southern Illinois University, Alton

TYPEWRITING is one of the most rewarding subjects in the field of business education from the point of view of the teacher as well as that of the student. Here are ten methods, selected from among many that we have used and for which we have measured results.

1. Show each student where he stands by keeping a chart of the class average.

This chart is actually a hidden device for competition, but it has been found to be one of the most effective methods of raising students' speeds. If, along with the class average, the highest speed in the class is also shown, another incentive is provided, especially for the fast typists. When we have used this method, we have seen students return after school, spend their extra minutes during lunch hour or perhaps give up a study hall to practice on the typewriter. Also, we have seen students of one class compete with those of another to bring their class average above that of their opponents. Even though these opponents may be more artificial than real, they often constitute a formidable

foe that brings better results than can be attained in any other way.

2. Show the student his own capabilities through short spurts.

We have found 12-second timings of low syllabic intensity to be excellent speed-building material, for these reasons: (1) The student can attain his utmost in speed without tiring; (2) his errors are cut to a minimum because of the brevity of the time period, thus encouraging him in his drive for accuracy; (3) the word count on the basis of one-fifth of a minute enables the student to determine his rate quickly and be ready to start on the next timing. The extension of these spurts into 15- and 30-second timings, then to 1- and 2-minute lengths, will help the student to maintain his speed for longer periods, thus providing encouragement and incentive for additional practice. With the first short timings, the student's speed often jumps from 20 to 45 words a minute, with what is actually a very minor effort on his part. In advanced classes, we have found that many students jump the hurdle of that tantalizing speed of 100 wpm for a short period

of time. Many teachers are astounded at the abilities of their own students.

3. Have the student set goals for himself.

If a student marks his copy for each minute to reach a goal of, say, 150 words in a 3-minute timing, he will work endlessly to reach that goal. If the mark is set within a range of which he considers himself capable but which he has not yet reached—and the student can determine this goal for himself—he will expend his utmost effort to reach his goal. Once he has made the 50 wpm, he can move his goal forward a few words so that he will continually push toward a higher speed. The mental reward the student gains in reaching his first goal will inspire him to try to reach his second designated speed.

4. Let the student see his own capabilities.

Time the students for 10 or 12 seconds on home-row stroking, alternating the fingers of each hand:

a;sldkfjghfjkdsla;

In this way, the student can actually

MOTIVATE TYPING

(Continued from preceding page)

measure his own manual dexterity whether he actually remembers where the keys are located or not. There are about four standard words in each group of home-row letters. The student will soon see that his fingers are actually capable of moving at 90 to 100 wpm and that his job is to learn the location of the various keys so as to type at the speed at which his fingers are capable of moving.

5. Have the student keep a chart to analyze his errors.

An error chart can easily be duplicated with the alphabet and the numbers running both horizontally and vertically. Using the chart, the student can enter his own mistakes each day. For instance, if a student types the word *letter*, but substitutes an *s* for *l*, he can mark this information on his chart by entering a mark in the correct space. After he has kept this chart for approximately one month, perhaps recording on it only his errors made in 3- and 5-minute timings, he will find a continual recurrence of the same mistake. He can then go back to words that use these particular letters, or the teacher can give him drill material for these words repeatedly, and by practice the student can overcome this type of error. This device is helpful to the beginning student who has just completed the keyboard drills as well as to the more advanced student who needs to concentrate on specific keys.

6. Give the class skill-building cycles frequently.

Have the students type a paragraph for accuracy, typing at their normal rate for one minute. Repeat this timing twice, making three 1-minute periods of timed writings for accuracy. Then have them type for one minute for all-out speed. (At this particular time we usually stress that no attention should be paid to errors.) This process, too, is repeated twice, each time concentrating on speed. Then let the class drop back to another period for accuracy. These timings are repeated twice. Altogether the class has typed for three 1-minute periods for accuracy, three for speed and then three more for accuracy. Students will invariably find that not only has their speed increased on the third set of timings, but their mistakes have decreased considerably.

7. Call the numbers and characters as you give short timings.

We have found that one of the hardships of newly employed stenographers is their inability to type figures and characters with any degree of speed and accuracy. We feel that this weakness not only can but should be corrected in the classroom. One way to increase students' speed in typing numerals is to choose two or three numbers and dictate them in all possible combinations. For example, take 684. Call out the numbers to the class, having the students space at each pause in dictation:

6 8 68 86 686 868 688 886

4 48 484 848 448 884 46 64, etc.

Another effective number drill is to duplicate a sheet with figures in groups of four digits. With a space between each four numbers, the student can count his own speed rapidly. Vertically, we set the digits up in groups of two lines, as:

3048 4926 5017

9189 0241 8756

1710 6109 2354

2987 3481 5602

This arrangement makes it easy for the student's eye to follow each line without swerving, at the same time making it easy for him to count his own speed even on timings that are several minutes in length. To make it easy on the student, have him type the numbers horizontally, leaving only one space between each four digits, thereby avoiding the complexity of the tabulating bar.

8. Show the student the need for correct techniques.

To help the student build his speed in letter writings, give a timing on only the date, inside address, salutation and closing lines of the letter. Leave about four double spaces for the body and start each date on a separate sheet. Have the students determine their rates on these letter parts. Give a timing over the body of the letter only. Then have the students compare their two rates. They will see why their rates go down when they take letter timings, and they will realize the necessity for correct techniques in machine operations and hand movements as a means of bringing up their letter speed. After these timings have

been repeated several times, with emphasis on the letter parts rather than the body, give a timing over the entire letter and you will find a considerable improvement in the over-all speed.

9. See how far the student can go with perfect copy.

To develop control, give a 5-minute timing. Each time the student makes an error, he must start over. At first, this technique may discourage him, but he will soon become aware of his own shortcomings and will make an effort to control his errors and progress farther in the copy. Students can compare the distance they have attained with that of their neighbors. This may be especially encouraging to the slower student who has typed farther than that speedy neighbor of his.

10. Give a preview for timings by chalkboard writing.

Since shorthand takes are previewed before dictation, why not follow this same practice in typewriting? Because it is often difficult for a student in the back of the room to hear an orally dictated word, and because it is a waste of time for the class to sit waiting for a word to be dictated, simply write the word on the chalkboard. Students type the word three or four times, each time a little faster, until the next word is written on the board. That word is then typed until the next word appears. At the end of the preview, the student may type through the entire list of words, practicing especially those that caused him difficulty or ones in which he has uneven rhythm. Such a procedure will often result in a faster, more accurate timing.

We feel that these ten rules, chosen from an extensive list, will aid any teacher of typewriting in assisting and encouraging her students in their effort to gain that coveted speed and accuracy in their drive toward becoming proficient typists.

Typewriting has proved to be the most frequently elected subject in our schools today. Because of this, we feel that it is the duty of the typing teacher not only to watch the student learn how to type, but also to use every available technique to motivate him toward perfecting a skill that he will use for the next several decades—not only professionally but also for his own private purposes and pleasure.

ENTHUSIASM

Builds Interest

in the NOTEHAND Course



SARAH PYLES, Ashland (Ky.) High School

NOTEHAND

Gregg Notehand is a one-semester course designed for college-bound students. It is very helpful for students who frequently take notes from reading and listening and for the preparation of reports, speeches, articles and research papers. The principal objective of Notehand is to enable the student to make more *useful* notes.

The above announcement was posted for the second semester of the 1960-61 school term. The teachers and students read it; a preliminary survey was taken. Result: enthusiasm fair. Then the supervisors who were interested in the course took action.

As an English teacher who taught several English classes for academic students, I thought of one way to build up interest. How? By getting two or three top honor students interested in and enthusiastic about Notehand. I would explain the course to them as thoroughly as possible—the purpose, the type of student wanted, the number of lessons, some possible class activities, and so forth. Then I would tell them that, if they really wanted the course, they would have to do a little campaigning, which would be easy. (And it might turn out to be a personality booster for them.) I would have them talk with their

friends, most of whom were also good students; tell them to see the teacher for more details; and have them ask the teacher for an application card.

The instructor may or may not wish to use application cards. I did, and it proved to be a successful device. If you use such a card, have the student write his name, his course title (general, classical, technical or whatever), his class standing, his homeroom teacher and any other information you might want to have for checking purposes.

Another way to campaign for Notehand is to make use of the local newspaper. First, submit an article that explains Notehand, possibly presenting students' questions and your answers. Follow this article with periodic reports and pictures of the Notehand class. Also, have students write exclusive articles about Notehand class for the school newspaper. Talk with the PTA about the new course. Arrange for your students to have a thorough panel discussion or demonstration on its purposes and functions.

The response to all this will be overwhelming. You will have as many students as you want—more, in fact. If this is to be your school's first attempt with Notehand, you will want to make absolutely sure that it will not be necessary to interrupt the class with

disciplinary measures; so, screen the students by checking with the homeroom teacher, the dean of boys, the dean of girls and the permanent record card. You will probably have to turn down several students after completing the screening process.

After you have the academic students in your classroom, how should you approach them? What techniques work best with them?

During the early part of the course, stay with the teacher's handbook to the *Gregg Notehand* textbook; the authors have excellent ideas and suggestions. Don't worry about your approach to college-bound students if you follow the manual closely.

The techniques that may be used successfully are motivational charts correlated with the brief tests suggested by the authors. These charts may be similar in appearance to motivational charts for typing, but with changes in the words, the number of errors allowed and the length of time specified—all designed to meet the needs of the Notehand class. (And, of course, don't give dictation.)

Don't use motivational charts right away. At first, build the students' basic alphabet, phrases and principles until they have developed confidence in their Notehand ability; bring on the

(Continued on page 32)

Why Do Business Students Need So Much Retraining?

The author, now a teacher, spent 25 years
in business, retraining "young things" who
had supposedly completed their education

FRANCYNE K. PORTER

FOR A LONG TIME the business courses in our secondary schools have not enjoyed a favorable reputation. If the schools are not aware of this, the average businessman certainly is. He complains because the stenographer he has just employed—a girl who holds a valid high school diploma—cannot spell, stumbles over any three-syllable word, lacks the ability to spot and to correct careless errors, has no idea how to organize a work task, cannot distinguish between degrees of importance (that is, put first things first) and is generally more of a nuisance around the office than anything else.

If I had not had personal experience with this problem for a long period of time, I might be more circumspect in making these accusations. But an accumulation of unpleasant memories makes it easy for me to recall the shudders among the office force whenever we were informed by Mr. X that he had hired an inexperienced high school graduate, and would we please check her work and do all we could to teach her the office routine. We knew from experience that we would have to retrain her.

In my 25 years of business experience, it became my implied duty to retrain too many "young things," and that was my main reason for abandoning the business world and making a late entry into the teaching field. If I was to be required to teach, I would do it where people are supposed to teach—in school.

I shall not attempt to trace the high school graduate's inadequate knowledge back to the initial cause in the pattern of education that is being followed in our secondary school business courses. But of one thing I am certain: The students that the business curricula are presently turning out are unprepared to fit into any area of business endeavor without some sort of retraining somewhere—and sometimes even this is not profitable. And there is no question that the situation creates a problem of imposition on the rest of the office personnel, who bear the burden of the retraining.

Three Kinds of Ability Are Lacking

I believe that our public schools have failed to impart three kinds of ability to students in this phase of vocational education: (1) skill, and the application of skill, in the language arts; (2) ability to relate background studies such as social science to realistic situations involving the purpose of private enterprise and its objectives on the economic structure; and (3) the ability to assess correctly their own personal capabilities and proclivities in relation to what the business world will expect of them and what they are prepared to give.

I shall take these areas in the order mentioned and examine them.

The language arts area includes certain mechanical knowledges. These are basic. They are: spelling, sentence structure, reading skill (or ability to grasp thoughts by thought patterns), penmanship, and an adequate but continually growing and dynamic vocabulary. In addition to this, language arts includes the ability both to express and to communicate clearly and accurately. These sub-skills are interrelated, and if only one is taught the other cannot be achieved.

In the background courses involving social sciences, the graduate of our typical high school is poorly equipped. He has based his studies and his grades on memory. What he has learned, or memorized, is not meaningful. To take just one example, he knows that the War of Independence started in 1776, but he does not grasp the significance of this war in shaping the American ideology, way of life, culture and economic structure.

In the third area, that of understanding himself, or being able to appraise his abilities, interests and potentialities, we are confronted with what seems to be a state of complete confusion. According to modern theories of psychology as regards the adolescent, the average high school student should reach the stage of realistic decision-making in regard to his future vocation when he graduates from high school, or even earlier. Even without the help of a counselor (and there are far too few of these), the student could help himself if he had been taught how. There is a great deal of literature that would give him some idea of what he could expect of many different vocations; but he prefers to read the comics.

If we must search out the source of this trouble, the finger points directly back to the public school, I fear. The sooner we admit that it is failing, especially in the case of the terminal students, and the sooner we try to do something about the reasons why it is failing, the better.

Much of the fault lies not with the business courses themselves, but in the unprepared student the teachers of business courses are expected to teach. If we will examine and try to improve the preparatory courses, many of the difficulties will be avoided. I am speaking now about tangible things. The intangibles, such as attitude, depend on other intangibles, such as standards. This ingredient cannot be divorced from any form of teaching. Whenever it is lowered or relaxed, the quality of the end-product suffers accordingly.

Fred C. Cole has stated, "As the curriculum and stu-

dent body must be worthy of each other, the people responsible for the former should have some say about the latter." Unfortunately, the teacher is seldom consulted in regard to the caliber of the students she is expected to teach; on the contrary, she is presented with them, without comment.

It is obvious that schools are too crowded and teachers are too few, and I feel that this condition has had much to do with the lowering of the standards of public education. The credo seems to be, "Get the student through school as soon as possible to make room for more." Consequently, grade requirements have fallen. There is little respect for good grades anymore; students seem to have the attitude, "The heck with grades . . . the C's and D's will get you by, so why make an effort to get A's and B's." Moreover, the high school diploma of a C student is as valid as that of an A student; there is no mark to distinguish *cum laude* students. All teachers have both the right and the responsibility to demand—not ask, but demand—that this practice be stopped.

What About the Teachers?

Now let the teachers look at their own ranks. There is a credo prevalent here that should be given considerable thought: "A profession criticizes itself and corrects its own errors." What, then, have been the errors perpetrated on students? I shall mention just a few.

We have not set and upheld high enough standards. We have asked, rather than demanded. Considering the close relationship of preparatory courses to our own secondary courses, we have not co-operated with the teachers of those courses as we should have. Nor have they co-operated with us. Furthermore, I question whether business teachers themselves are as fully prepared to teach business courses as they should be.

A year of practice teaching is required to secure a credential to teach in public schools. This is as it should be. But there are no additional requirements for the teacher of business courses—and this is illogical, to say the least.

In the field of teaching, there are a number of things that should be learned by the student teacher, the most valuable, perhaps, being the circumstances and conditions she will meet in the classroom. The business teacher, however, not only needs this preparation, she also needs to know something about the circumstances and conditions that will someday surround the student she is instructing in business studies. I do not believe that "simulation" in college courses is a practical method in this field. The total environment of the business office differs

sharply from that of the college campus; they are two different worlds. The campus is concerned with philosophies, theories, ideals. The business office is concerned with practicalities, realities, materialistic objectives, and time and money—the two latter elements being closely linked with each other.

The ties between these two worlds are tenuous, but each needs the other. I can express this best by repeating a statement made by Honore de Balzac that contains a profound truth: "The philosopher is a child when he attempts to put his philosophy into action; the man of the world is a child when he attempts to put his philosophy into words." If the teacher is to transmit the nebulous knowledge of what the businessman really wants in the way of a future employee, she must go out and get it for herself. She will never get the information directly from the businessman. It is only by direct experience that she can learn the lessons that are never taught in school but are always present to be learned in business offices.

There are, then, several suggestions I should like to make directly, since I have only implied them, that might be helpful in raising the standards and quality of the business courses in our high schools, as well as the caliber and potential productivity of the graduating student.

- We should set our own class standards high and encourage other teachers to do the same, by attempting to work closely with teachers of such allied and preparatory subjects as language arts and social sciences.

- We should encourage and promote integration of language skills and attempt to screen the potentially successful students of business courses by whatever motivating devices we can demand from administrators. This would be an invaluable aid. There are many ways to do this, but perhaps the simplest would be to set certain grade averages as enrollment requirements for business courses.

- Lastly, we should look at our own deficiencies and attempt to widen our own knowledge of the application of those skills we are teaching, without coercion by rules and regulations—and, if this fails, to try to see that rules and regulations are enacted.

These three suggestions, meager though they may be, would, in my opinion, help to strengthen the business courses in our high schools.

And let us remember that our worst deficiency is that we have let things drift. If anything is to be done, it is up to us at least to initiate that action, if not to "battle" it all the way ourselves.

Now, not tomorrow, is the time to act.

LAST YEAR, Colonie Central's distributive education students conducted a door-to-door Christmas cookie campaign that proved to be very successful. The purpose of the campaign was fourfold: (1) to expose the 142 D.E. students to door-to-door selling, which is probably the most difficult type of sales work; (2) to practice good public relations; (3) to set up a learning situation drill for the much larger ticket-selling project for our upcoming D.E. fashion show; (4) to raise working capital for the fashion show.

A supply source committee was appointed to ferret out possible local suppliers for a one-pound box of Christmas cookies. The committee went to the likeliest potential sources and sold them on the value of supplying our D.E. students with samples of their merchandise. Our school's entire student population then "taste-tested" the samples in class to select the supplier.

Sales analysis of the product was carried out by the brainstorming and role-playing techniques. The nine basic buying motives—self-preservation, gain, social approval, convenience, love, pleasure, variety, curiosity and fear—were presented on our flannel board. The fundamental definitions were reviewed and related to our specific marketing problem. (For example, in this case convenience was a factor because of the saving of the time and effort required to bake cookies.) We then called the brainstorming method into play by placing a student at the chalkboard to act as clerk, turning on our tape recorder and asking for ideas on cookie selling along the lines suggested by Kipling's "six serving men": Who, What, When, Where, How and Why.

Two suggested slogans were: "Our cookies will free you from your hot kitchen," and "Our cookies will allow you more time to do your Christmas shopping." These slogans were then

developed and refined by the students in role-playing situations, which were tape-recorded so that the members of each D.E. class could profit from the ideas and constructive criticism of their peers. The final buying motives that were used as basic appeals in our students' sales talks were: gain (time for Christmas shopping for working mothers), social approval (desire to imitate others), convenience (saving of customers' time and labor), love (presentation of the product as a gift), pleasure (the delicious taste of butter cookies) and curiosity (investigation of the unfamiliar).

Students' outside assignments included prospecting for customers in their neighborhoods and constructing ten-second "attention getters." "Yes" questions and "choice which" closing remarks were concocted and tried out in class during the role-playing and dramatization intervals.

The D.E. classes were divided into sales teams. Each team had a sales

Try a Door-to-Door Christmas Cookie Campaign

*Door-to-door selling will pose
a real challenge for your D. E. students*

FRANK CLINE, Colonie Central High School, Albany, N. Y.

manager who was responsible for the daily sales reports of his team members. The sales managers, in turn, submitted their teams' sales reports to the general manager of the class, who turned the money and the sales reports over to the D.E. school-store-lab merchandising manager at the end of each class period.

In his door-to-door activity, each student-salesman introduced himself something like this: "Good afternoon, Mrs. Prospect, I'm John Student of Colonie Central's distributive education program. You are interested in having more time to do your Christmas shopping, aren't you, Mrs. Prospect?" The salesmen learned by experience that, when they purchased a sample box of cookies and used them as an appeal to the prospect's sense of taste, sales resistance usually melted as quickly as did the sample cookie in the prospect's mouth.

Any unusual problem encountered by a salesman was brought up in class

next day for brainstorming. The major obstacle to sales was the ethnic custom of homemade holiday cookies. Students described in class how mothers and grandmothers spend all day in their kitchens baking Christmas cookies. One solution arrived at after brainstorming sessions by all the classes ran along these lines: "Mrs. Prospect, I understand why you like to maintain the custom of your excellent home-baked Christmas cookies. Have you ever given thought to the idea of having some commercially baked cookies on hand to serve your family and guests, just to see how much they will appreciate the cookies *you* baked—as only you can prepare them—after a comparison of the two kinds?"

Results of the Campaign

By the end of the campaign, 994 of our stock of 1,000 one-pound boxes of cookies were sold door-to-door, for an average of seven per student.

Students who worked in supervisory

capacities learned that there is more to good supervision than saying, "Go out and sell cookies!" They found that recordkeeping and paperwork are "musts" for successful supervision.

In our next door-to-door project, we plan to increase our sales teams' efficiency by having the general managers of the classes telephone the team sales managers every night during the campaign. The team sales managers will, in turn, call each of the salespeople to inspire them to greater sales effort. We plan to erect bulletin board charts so that each team can see where it stands during each phase of the contest. Salesmen will earn suitable awards on a sales-ratio basis.

It is our considered opinion that this door-to-door technique can be adapted to a variety of products, the only real limitation being the ingenuity of the teacher. Tap your students' natural resources by brainstorming any problems that arise. The results are worth the necessary effort.



GORDON ELLIS, a D.E. teacher at Colonie Central High School, watches as **Margaret Regan**, president of the school's DECA Club, uses a flannel-board presentation of buying motives to practice door-to-door selling techniques.

TEACH DECISION-MAKING AT THE TYPEWRITER

DONALD BOBB

Almond (Wis.) High School

GROWING EMPHASIS on production work is making it imperative that typists-in-training be given more practice in thinking and making decisions while they type, whether in a personal typing or a vocational course.

College preparatory students will eventually be doing much composing of class notes, articles, themes, manuscripts and theses. Composing time can be greatly reduced if students have the skill of typing and the ability to think while typing.

Vocational students need much experience in thinking at the typewriter. Personnel officials, we have found, are looking for typists who can compose fluent office letters and other material from brief, factual information.

In view of this, curriculum planners at Almond (Wis.) High School have been working to develop a beginning typing course that will provide experience in thinking and making decisions while typing. An experimental typing class last year proved that students can develop a thinking-while-typing skill. (Only one first-year typing class is offered at Almond and includes both academic and vocational students.)

One problem was finding material to induce thinking while typing. Typewriting textbooks, especially for the first year, seem to be limited in material that calls for original work. Material that will induce thinking was obtained from outside sources and integrated with the textbooks.

All beginning typing students have the same need for developing a good basic typing skill. They need proficiency in rate of performance (speed), correctness of performance (accuracy) and smoothness of performance (fluency). Typing students also need to know the elements of attractive work, such as clean type, neat erasures, correct spelling and punctuation, skillful paragraphing and accurate work. The basic skills and elements of typing are taught to all students in the typing class during the first nine weeks.

Speed and accuracy in typing must be attained before a student can concentrate on original work. The first objective of the course is to train students to manipulate the machine with self-confidence, and original work cannot be introduced too early without tending to confuse the students and sidetracking their attention from development of skills. Introducing material for practice in thinking at the typewriter, therefore, should be postponed until the second quarter of the school year.

Dictate Single Words at First

From the time they begin the course, typing students are mostly copying textbook material; they have to be introduced to original typing very slowly. Teachers can begin the second quarter of the school year by asking the students to type single words from dictation. This can be done for five or ten minutes a day for a week, or as long as it takes for the students to become accustomed to typing from dictation. Word lists may be from simple to complex, as:

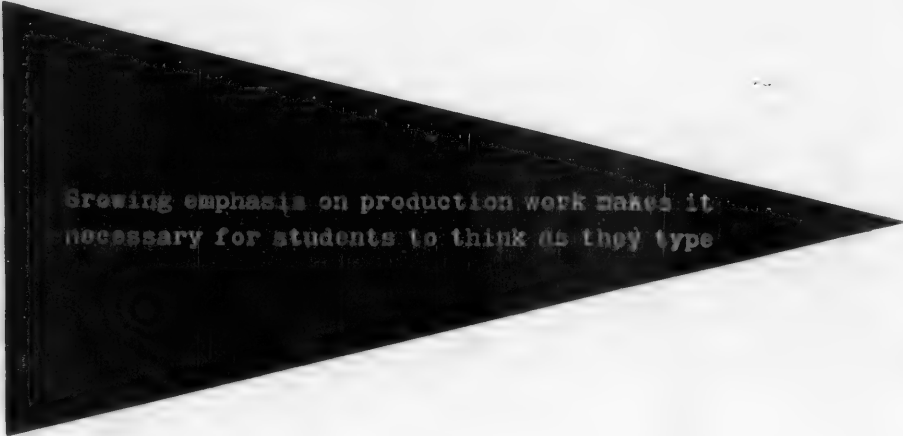
type, today, date, radio, pencil, paper, tomorrow, television, Dictaphone, transcribe, university.

Students can cope with single words easily, and this gradually builds their confidence as they make the transition from copy work to thinking practice.

They are then ready to type sentences from dictation. Sentences that are short enough to be remembered avoid the problem of having to repeat the sentences. Sentence lists may be from simple to complex, such as: *Today is Monday. The date is July 15, 1961. The pencil is blue. The paper is large. Tomorrow is Tuesday. Television has good programs. The Dictaphone is for transcribing.* Sentence exercises can be dictated for five or ten minutes a day for a couple of weeks. Dictated sentences can sometimes be used as warmup exercises and at other times they can be used to terminate a class period when classwork is completed early.

Academic students should receive much encouragement to use the library and gather information necessary for typing manuscripts and bibliography pages. A good unit in manuscript typing is necessary. Students need a good foundation for typing quotations and footnotes, and they will not get it simply by copying one assignment from the textbook. Proper footnote arrangement for manuscripts requires much practice.

Vocational students in typewriting are mainly concerned with setting up letters of various styles and sizes and they type financial statements, invoices, records, programs and minutes of meetings. Most textbooks pro-



Growing emphasis on production work makes it necessary for students to think as they type

vide good practice for the vocational student, but some outside material can also be used to fulfill the objectives of the curriculum.

It is important to integrate thought-provoking and decision-making exercises in the beginning typing course to prepare students to use their typewriting abilities in the future.

Allien R. Russon, University of Utah, Salt Lake City, writing in the *Business Education Forum* (October, 1960), has said:

The road to composing skill at the typewriter is one that typewriting students enjoy following. Moreover, it will likely be one of the most valuable parts of the typewriting course. . . . The student who has learned to think as he typewrites is freer in expressing his ideas, he expresses them more freely than with pen or pencil, and he has learned more thoroughly the conventions of written English. Composing at the typewriter is one of the most important contributions the typewriting teacher can make to the general education of young people.

Teachers who are eager to provide the most realistic training will devise ways to increase the ability of typists to make decisions at the machine. This can best be done by using more and better thinking and alertness practice in beginning typing classes.

The immediate objective of training students to think while typing will fit well with any school objective to train students to think for themselves. Training in thinking will benefit students in the future in college and in their vocation.

Short exercises can then be introduced in which the students type

their own material from thoughts. One method is to ask a question and have the students answer with complete sentences. (What is the date today? Today is Monday, July 15, 1961. What are you planning to do after you graduate? I am planning to go to college after I graduate.) The complete answer-to-question drills can be worked on for a few minutes a day until the instructor thinks the students are responding with speed and fluency.

Typing sentence answers gives students more security in the knowledge that they are progressing in thinking at the typewriter; it helps them realize they can do original work and do not have to depend on the textbook to obtain typewriting practice. Students begin to feel a sense of accomplishment in their ability to type their ideas as thoughts occur to them.

Alertness typing practice should also be used to train students to think. They can be given a duplicated paragraph with no capital letters and told to retype it placing correct capitalization where necessary. Another alertness exercise is to have the students retype a paragraph changing the singular person to plural, or masculine pronouns to feminine ones.

A favorite alertness typing exercise at Almond High School is the retyping of a letter supplying new information. The original letter is accompanied by a list of new dates, amounts, names and places; the students retype the original letter, substituting the new information.

Alertness typing practice can be

used to help train students to revise typewritten work into better form. It will also help train them to evaluate factual material as they are typing it and to proofread as they type.

Students are ready to type short fictional or true stories toward the end of the third school quarter. One or two days a week they have twenty minutes for this exercise. Originality and typing of thoughts are the first goals, and no attention is paid to style or spelling or punctuation. After about two weeks, the stories must be typed with correct spelling, punctuation, capitalization and paragraphing.

Short stories help train students to type with continuity of thought. They enjoy seeing their ideas develop into typewritten stories, and this gives them an interest and objective in further training to think while typing.

One problem at Almond High School is that college preparatory and vocational students are in the one beginning typing course offered. Assignments are not right for the vocational students if the course is slanted toward the needs of academic students. There is an answer: group the students according to their educational goals after they become competent in basic typing skills.

Setting Up the Groups

Division of the class into two groups can be done at the beginning of the fourth school quarter. Time has to be arranged so that the groups can practice typing material they will use in their future work. Three quarters of the class time is used to teach typing fundamentals (increasing speed and accuracy). One fourth of the last school quarter is used for the separate groups to work on specialized typing materials.

College-bound students will be mainly concerned with typing notes and manuscripts. Encourage them to copy and reorganize class and library notes and to prepare outlines and reports at the typewriter in class. Show them how to use partial notes so they do not lose typing time in deliberating.

Supervise the typing of the academic students' final copies of reports and notebooks. Encourage them to proofread their work first and then ask the instructor for constructive criticism and compliments. Teachers can be sure that there is a carry-over of the things learned in typing class through this supervision.



JAMES A. PARFET

Cumberland Valley H.S., Mechanicsburg, Pa.

IN DISCUSSIONS among business teachers, we often hear the comment, "Business education should be terminal." By terminal, I certainly hope these teachers do not mean to imply that a student's education will be completely terminated on graduation from high school.

Most business teachers, I think, would agree that high school students should be stimulated to continue to improve their skills, knowledge and personality after graduation. Too often, however, teachers take it for granted that the student will learn the ways toward advanced education and self-improvement all by himself. Only a small percentage of high school students are conscientious enough to continue their education without encouragement and specific knowledge of the ways of accomplishing their aims.

Too often high school teachers remark, "Business and vocational students cannot possibly go to college because they cannot meet the entrance requirements." As a former high school vocational student (printing), I can still hear these words ringing in my ears—but it did not stop

me from applying, being accepted and graduating from a college with a B.S. degree and a university with an M.Ed. degree in business education. Certainly, it may be difficult for non-academic students to get into college, but it's not impossible. Let's encourage our students—not discourage them!

Don't let college catalogs disillusion you or your students. Some college deans of admission do make exceptions and waive some entrance requirements for bright students who have shown leadership in high school and are highly recommended by their teachers, guidance counselors and principals.

I have found that several liberal arts colleges will accept students who do not have all the prerequisite courses if the student agrees to take these courses and make up the deficiency at summer school or during the first semester of college. Much depends upon the college, the student and his record in high school.

Unless a student—no matter what course he pursued in high school—makes an effort to apply for admission to college, he will never know whether or not he would have been accepted.

I feel we must, with complete

honesty, inform our business students that they may be limited to certain fields in the college curriculum; that they may not be permitted to select such areas as medicine, engineering, mathematics or science. This does not mean, however, that it would be impossible for a student to get into those fields—just improbable. (I'm sure you can remember being in a college biology, statistics or language class in which several students who had successfully completed a similar course in high school failed and a student taking the course for the first time earned a high mark.)

We should also inform our business students that certain colleges will not alter their entrance requirements under any circumstances. This is an area where we as business teachers should strive to influence these colleges to re-examine their policy. College professors of education invariably advise prospective teachers to teach individuals, not courses. We should pass these words along to those college admission officers who are required to adhere rigidly to the entrance requirements. Please gentlemen, accept individuals, not courses of study! (Many deans of admission *do* accept high school students on their individual merits.)



DO NOT NEED NOT BE TERMINAL

Seventeen per cent of the senior business students of the class of 1961 at Cumberland Valley High School have entered schools of higher learning on a full-time basis. The schools in which they have been accepted include: Pennsylvania State University, Shippensburg State College, Harrisburg College Center (similar to a junior college, run jointly by five central Pennsylvania colleges and universities), Harrisburg Hospital School of Medical Arts and several private business colleges.

The fields in which these students are studying include: physical education, business education, liberal arts, medical and executive secretarial and medical arts. We plan to survey this class in a few years to find out the number of students furthering their education on a part-time basis.

Formal advanced education is available in many fields through evening classes sponsored by colleges and universities, adult education centers in local high schools, business colleges, special schools, churches, YMCA's and YWCA's and other local service organizations.

A list of schools in your area could be duplicated by one of your office practice students and used to discuss the opportunities in your community.

It would also be advantageous to list briefly the purposes of each type of school and the kinds of courses offered. This discussion may help you.

Special schools. There are many special schools offering instruction on a full- and part-time basis in one specific field, such as office machine repair, medical secretarial or medical assistant (often offered in conjunction with a hospital where the student obtains experience in the laboratories in addition to classroom training in medical theory, terminology and the secretarial skills), legal secretarial and key-punch and electronic data processing machines.

It might be possible to attract more good male students into our business courses if they were aware of the opportunities in the office machine repair and sales fields.

Business colleges. In their evening programs, business colleges offer high school graduates opportunities to increase skills learned in high school, to obtain additional skills not learned in high school and to increase their job opportunities through the business college's placement service.

Courses offered in business colleges that are not usually found in the high school curriculum include: auditing, cost accounting, court re-

porting, machine shorthand, legal and medical secretarial and data processing machines.

Junior colleges. The number of junior colleges in the United States is rapidly increasing, and they are filling an important place in our educational structure. They offer business students the first two years of a college education, allowing a student to transfer to a four-year institution to complete his college education if he wishes. A student who may not be admitted to a four-year college—because of his high school record—might be able to enroll in a junior college. If he is in good standing at the end of the first or second year, he has an excellent chance of transferring to one of the four-year colleges. Complete two-year programs in business administration, social work and other fields leading to an associate degree are available for students who do not wish to enter a complete college program but are desirous of continuing their formal education. In addition, the junior college gives a student an opportunity to take individual evening school work on the college level to expand his general education.

Four-year colleges. If a student is interested in the teaching field, social

TERMINAL EDUCATION (cont'd)

work, business management or other professional field, a four-year college education is desirable and usually necessary.

Adult education centers. Many high schools offer subjects in the areas of business, general and vocational education in the evenings. Some states provide financial assistance to local schools for a program of this type.

These centers provide an excellent opportunity for both young and older adults to learn new skills and to refresh skills learned in high schools. These centers are usually free to residents of the community; nonresidents are usually charged a moderate fee to defray a portion of the expense involved.

Correspondence courses. Correspondence courses are offered in many fields by colleges, textbook publishing companies, churches and the armed forces. In some instances the courses are free; in most cases the fees are moderate. A course of this type requires that the student be conscientious and willing to plan his free time to provide uninterrupted, regular student periods.

Company training programs. Many corporations offer training courses for employees in the evenings and on Saturdays. These courses are usually free of charge and are offered to stimulate employees to upgrade themselves. In return, the company saves through increased output, lower turnover of personnel and better morale among satisfied employees. Larger companies sometimes include such programs in the regular working day (in-service or on-the-job training).

Some business firms also pay partial or full tuition for an employee to attend public or private evening school, providing the course is related to his immediate employment.

Informal education. As can be attested to by corporation presidents, executive secretaries and others who are only high school graduates (and sometimes not even that), it is not always necessary to have formal education to become well educated and advance in the business world. Many persons increase their vocabulary and general knowledge through reading good books and magazines. This type of self-improvement is sometimes even superior to the more for-

mal classroom education. One thing must be kept in mind—average students must be encouraged to take advantage of this type of self-improvement.

There are many informal opportunities for increasing one's vocabulary, general knowledge and knowledge of current events. These include reading of both fiction and nonfiction books; keeping abreast of the latest in news magazines, general periodicals and trade publications in your field; watching news programs and historical events on television; and keeping a list of unfamiliar words, looking up their definitions and spelling, referring to them frequently and using them whenever possible.

We Must Pave the Way

With these and other programs available to business graduates, it is clear that the high school classroom must prepare students to take advantage of these opportunities.

In order for high school business students to compete successfully with college preparatory students for college admittance, high standards must be required in business and general education classes.

Through close co-operation between business and academic subject teachers, high standards can be obtained in courses such as English, history and science in which business students are enrolled.

While the course content in an English class for business students may vary from the college preparatory class, business students in high school should still have a firm foundation not only in punctuation, but also in grammar, creative writing and literature.

Business students in high school should also have an opportunity, whenever possible, to elect courses in mathematics, science and the language arts. Too many of our nonskill business courses are repetitious and should be condensed into one comprehensive basic business course. The office machines or office practice course can be used to review some of the basic knowledge covered in the basic business course.

Many of the brighter business students, who are sometimes bored with their high school education because of the lack of challenges, can carry an extra major in addition to their regular business subjects.

In conclusion, I wish to mention briefly some specific methods that you may use to stimulate your students to continue their education and self-improvement beyond their initial formal education.

1. Duplicate information on post-high school education—including names and addresses of specific schools, colleges and training centers—listing the types of training and course sequences available at each school. This information should be preceded by a list of the opportunities and advantages of each type of school.

2. Keep an information file of college and business school catalogs available for student loan. Assign students to collect and file this information.

3. Use bulletin board layouts with illustrations of the types of higher education available and also career bulletin boards introducing business careers that require additional education and training.

4. Provide an opportunity for your students to visit schools of higher learning by attending college business education days and business education contests. Private tours may also be arranged with many institutions.

5. Previous graduates of your business department now attending college may be asked to return to tell your students of their college experiences. A question and answer period will bring forth enthusiastic response.

6. Assign oral or written reports on business careers and opportunities for further education and self-improvement.

7. Stress the need for achievement in all subjects early in high school as a prerequisite and necessary basic foundation on which to build through continued education and training.

Remember also that for the student who has the interest, ability and high school achievement record, a letter from his teacher to the dean of the college of his choice will often be a deciding factor in the business student's admission.

As a business teacher, it is your duty to keep your students well informed of the wide variety of opportunities available for self-improvement on the post-high school level, thereby enhancing their chances for advancement in the business world.

IS SHORTHAND

A DYING SUBJECT?

S HORTHAND is far from being a dying subject.

The demand for shorthand in business and enrollment in shorthand courses are not decreasing.

These are some of the findings of a survey I conducted of the opinions of 167 shorthand teachers throughout the country. Since there have been questions raised in some quarters about the status of shorthand today, I felt that the best way to determine the facts was to go to the people who would know best—the shorthand teachers themselves.

Only 6 per cent of the teachers answering the question thought that the demand for shorthand-trained personnel in business is decreasing. The rest (94 per cent) believed demand was staying at about the same level or even increasing. Many teachers commented that job openings exceed the number of applicants in their areas.

An increase in shorthand enrollments was experienced by 54 per cent of the teachers and 24 per cent found their enrollments remaining about the same.

One Year of Shorthand?

It is felt by some people that there is a trend toward offering only one year of shorthand in high school. Of the teachers answering, 36 per cent agreed with this opinion and 64 per cent did not. Those who agreed cited as reasons a more crowded business education curriculum, small shorthand enrollments in high school and high dropout rates. Some felt that better teachers and better teaching methods make one year of shorthand sufficient.

However, 82 per cent of all teachers answering (including some who thought there was a trend toward one-year courses) were of the opinion that one year of training was not sufficient for vocational competence in shorthand. They felt, primarily, that one year does not provide sufficient transcription training, with its concomitant development of skills in English grammar and composition; that nine school

months, concentrating mainly on shorthand theory, is insufficient to produce a salable skill.

Three-quarters of the schools represented in the survey offer four or more semesters of shorthand, 20 per cent offer only two semesters and about 4 per cent offer three semesters.

Dictation Standards

One problem brought out by the survey is the lack of standard dictation requirements in high schools throughout the country. Minimum requirements range from 30 to 80 wpm in the first semester, 40 to 100 in the second semester, 60 to 120 in the third, and 80 to 120 in the fourth semester, depending on the teacher and the school. It seems important that nationwide, or at least statewide, standards be set to ensure that students do not enter the business world with insufficient training.

Causes of Dropouts

In reply to the question, "Do you believe the majority of shorthand dropouts are caused by difficulty in mastering the subject matter?" over 60 per cent replied affirmatively. Many of these teachers made additional comments, citing as the cause of the difficulty:

1. Lack of student initiative
2. Weakness in English fundamentals
3. Improper counseling

Dictating Machines

Although there are strong arguments in favor of and against dictating machines, and some teachers felt

that they were definitely superior or inferior to shorthand, most seemed to feel that both have their place in business and the school.

Two-thirds of the schools offer some form of instruction in dictating-machine transcription, generally for one week (17 per cent), two weeks (28 per cent) or three weeks (19 per cent). Training of a month or longer is given in about a third of the schools offering instruction in dictating machines.

Teacher Preparation

One interesting sidelight was the fact that more than half the teachers answering had had no shorthand themselves in high school.

Three-quarters of the teachers had a shorthand methods course in their professional preparation, although many thought it could have been improved. Many of the teachers who did not have a specific shorthand methods course did have a general methods course in business education.

Room for Improvement

Thus, the survey showed that the status of shorthand is definitely sound in the opinion of teachers of shorthand, although there are some areas where improvement or clarification is needed. These include the necessity of two years of shorthand for vocational competence, standardization and definition of minimum transcription requirements and recognition of the dictating machine as having a place in business and in the school, not as a substitute for shorthand but as a complement to it.

WILLIAM J. KARAIM, Cando (N.D.) High School

Students "Suddenly" Learn to Type



The Tuch-Rite device enables the student
to learn the Keyboard quickly;
he uses the typewriter only for writing

AT Fairleigh Dickinson University, which has three campuses in northern New Jersey, 4,500 students are required to learn touch typing with an acceptable degree of skill. This article concerns 32 of the 4,500 students—the 32 who tried a method of touch typing known as Tuch-Rite, devised by myself.

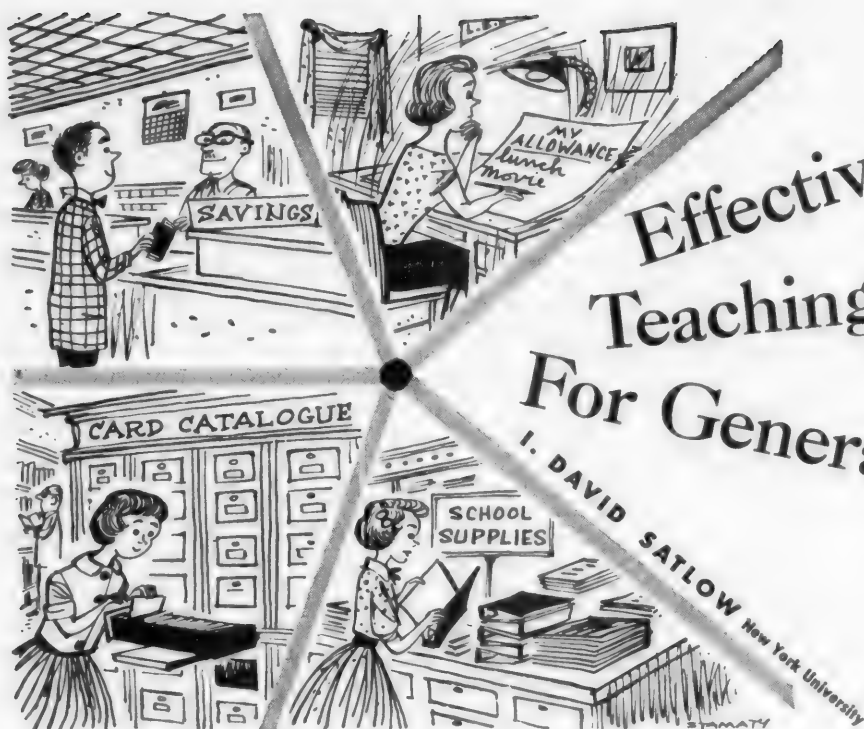
For these students, the term got off to an inauspicious start on February 3, 1961, when a storm brought 11 inches of snow. A few of them made it to class (as I did), but there was no formal session. Thereafter, however, every Friday evening at 7:50 (except for Good Friday, a holiday), the students convened on the Teaneck campus. Although each session was scheduled to last until 10:30 p.m., we usually dismissed at 10:00, because the exceptional results of our efforts warranted the bonus of early dismissal. The course ended on May 26.

Among the 32 students were some who had never used a typewriter, one who helped his father assemble typewriter parts but did not know the keyboard, some who had used the typewriter employing the "hunt and peck" method either at home or in the military services, and a few who had taken touch typing in high school with indifferent results. None of them could pass an exemption examination and so had to take the required course.

Although the course lasted nearly four months, the learning of the keyboard itself was accomplished before the first class session was over. Obviously, a method different from the traditional one was required to effect this result.

What is different about the Tuch-Rite system? The simplest answer is that Tuch-Rite is different in its whole approach to the learning of the touch system. Conventional methods try to teach touch typing through neuromuscular training, with the hope of reaching the brain centers for coordination. Tuch-Rite tries to get to the brain centers immediately through perceptualizations, associations, mnemonics and analysis in order to *direct* precise movements of the neuromuscular system. Therefore, unlike the conventional system, which depends on a great deal of drill and

(Continued on page 34)



Effective Teaching Techniques For General Business

3. CONDUCTING DISCUSSIONS

GROUP DISCUSSIONS in the general business class are effective because they provide opportunities for the students for self-expression, sharing, reasoning, persuading and weighing of alternatives. Group discussion is, in effect, democracy in action; every point of view is heard, even that of the minority, and is given an opportunity to confront other points of view and, at times, prevail over them.

Here are a number of pointers that will guide the teacher in his conduct of the discussion period.

Draw on student experiences. This is one of the most effective ways of keeping the discussion on the students' level of interest. The more the students identify themselves with the work at hand, the more they share in the discussion of a problem and the more effective the solution will be.

Get the students to speak. We can hardly call it a discussion when the teacher does all the talking. Getting the students to speak may be difficult, but that's no excuse for not trying to obtain student participation. A mono-

logue by the teacher will not result in the give and take of two-way communication nor in intercommunication within the group, which is the basis for the crystallization of a group point of view.

Get all the students into the act. This is probably the most difficult aspect of the conduct of discussions. Students who are shy, retiring and withdrawn manage to shrink back quietly—often unnoticed—while their more outgoing classmates hold forth. They have something to offer, though, and should be encouraged to participate. It is necessary to draw them casually or subtly into the discussion, not only for the contribution they may offer to the group, but also for their own personality growth.

Do not allow a small minority to monopolize the floor. In every group there are some who consume an unwarranted portion of the time expounding their views; in a class period this type of behavior is particularly dangerous since time is limited and excessive discussion by a few students means the crowding out of the ideas

of many other students and a failure to develop the communication potential of these others. The time waster can be called to a halt with the comment, "Very good, Henry; now let us hear what Joe has to say."

Get all points of view presented. Inject, by way of question, a point of view that may be overlooked. The teacher who has perfected his conduct of discussions is quick to notice, by their facial expressions, students with points of view that differ from those being presented; he readily draws these students into the give and take of group discussion.

Have students stick to the question or topic being discussed. The mark of the trained speaker or intelligent conversationalist is that he adheres to the question being discussed; his remarks are not digressive or desultory. The ability to discuss without rambling or wandering from point to point is to be developed in young people—and the proper conduct of the discussion period will provide training in sticking to the point.

Get students to respect differing

CONDUCTING DISCUSSIONS (continued)

points of view. Students should learn that various points of view are to be reckoned with. Moreover, they are to treat each other civilly; the comment to a dissenter, "Oh, you're dumb!" or "You're crazy," is uncalled for; it is undignified and undemocratic. Students must learn to engage in discussions in a dignified manner; they should be trained to deal with each other on a rational basis and not to have recourse to emotional outbursts.

Avoid protracted discussions. Interesting though it may be, any discussion that is protracted consumes so much time that some of the work is not covered and student learning suffers.

Give the class an opportunity to arrive at a decision at the close of the discussion. Failure to do so leaves everything in mid-air. The skillful teacher helps the class in arriving at consensus in those areas where there is agreement, in resolving the points of difference where possible and in recognizing points of departure for individual reactions.

Guide the discussion, but do not dominate it. This is probably the most

important point the teacher should bear in mind if he wishes to obtain maximum group participation that is productive of maximum social interaction, which, in turn, yields maximum student development. This requires training, patience and self-control, since truly significant results are not attainable overnight.

Using Discussion Questions

Not every question is a discussion question; nor does the word, "Discuss," necessarily introduce a discussion question. For example, the role of banks in our economy can provide the basis for an exceptional discussion. "Discuss the role of banks in our economy," will *not* bring about the desired response. "What would happen if all our banks closed down?" however, will evoke a significant discussion.

The former version is too bookish; the manner in which it is presented makes it too remote from student experience. The latter version is functional; it is related to the students. In discussing what would happen if all the banks closed, the stu-

dents see boldly the services rendered by banks together with implications for our economy.

Let us take another example. "List the four (or three, or seven) functions of a savings bank" is the type of question frequently asked, yet the question is of no consequence since it calls for a meaningless cataloging of facts that appear insignificant.

Instead, "What does the savings bank do with all the money it receives from the public?" poses an interesting problem to the class. Invariably, the first response is, "They put it away in huge safes." This gives the teacher the opportunity to ask, "Then how much does the bank charge us for putting away our money in huge safes and watching it for us?" This sets the students thinking—and they reply, "The bank doesn't charge us anything; in fact, it pays us interest on the money we leave with it." This is exactly what the teacher wishes to hear, and he follows up with the question, "Then why should the bank pay us for watching our money?" In the lively discussion that

(Continued on page 29)

A BRIEF LIST OF POSSIBLE DISCUSSION QUESTIONS

1. Someone has said that only the rich person needs a checking account. Do you agree or disagree? Why?
2. I should like to get a color TV set. Shall I buy now and pay later or shall I save now and buy later?
3. Shall I buy one large package of (product) or a few small ones?
4. Will the small independent grocer be replaced by the supermarket?
5. Of what value is a budget anyway? The miscellaneous item always seems to use up everything that's left.
6. How much of an allowance does a teenager require?
7. "You get what you pay for." Do you agree? or "The higher the price of an article, the better its quality." Do you agree?
8. Why do business firms waste money on advertising?
9. Why are some people able to borrow more money—and at lower rates of interest—than others?
10. Why are some stores able to sell goods at lower prices than others?
11. Why does the savings bank want to know your father's name, your mother's name and many other things about you when you open an account?
12. Why deprive yourself of the good things in life today for a tomorrow that may never come?
13. If you are gainfully employed, how much of a reserve should you have in savings?
14. Shall we open a checking or a savings account?
15. Would banks do more business if they were open longer hours (or six days a week)?
16. Why do some people never save money?
17. Why buy a house? or Shall we rent an apartment or buy a house?
18. Shall we carry insurance with a stock company or a mutual company?
19. Should a young married person carry a straight life policy or a 20-year payment policy?
20. Should I take out a one-year or a three-year fire insurance policy?
21. An uncle of mine doesn't believe in fire insurance—he's been paying for forty years and never collected a cent. What do you think?
22. To what extent do insurance companies discriminate against young drivers?
23. What place would you like to see more than any other?
24. We're about to go on a trip. Shall we go by car, bus, train or plane?
25. How much money should you take along on a trip?
26. Should the Post Office be required to pay for itself?
27. Do you recall last winter's storm that knocked down all the telephone wires? How were people able to communicate with neighbors and friends?
28. What would happen if the Post Office were to close for a week?
29. Why does a dictator take over a nation's lines of communication as one of his first official acts?
30. Shall we buy a new car or a used one? or Shall we buy a car or rent one?

AS A RETIRED business teacher who taught salesmanship and other business subjects for 28 years at Mt. Diablo High School in Concord, California, I have had a wonderful opportunity to observe what happens occupationally to students who take high school salesmanship courses. For example, I recently contacted five of my students who had taken salesmanship in my classes at Mt. Diablo.

At Pleasant Hills, I went into a drugstore to sell the pharmacist some druggist's smocks. (For details on Mr. Barber's sales activities both before and during retirement, see BEW, Oct. '61, p. 18—Ed.) Whom should I see in the drugstore but two of my former students, a man and his wife. Both were behind the counter selling. Even a casual observation of the job they were doing convinced me that they were pleasant, popular and efficient salespersons.

In Walnut Creek, at a doughnut shop, a girl who had been in my sales class in 1955 waited on me. We need not question that a waitress is also a saleslady. She recognized me; she needed uniforms; she was glad to buy them from me. Furthermore she told me of two girls at a shop next door, former students of mine, who had told her that they wanted to buy uniforms from me when I came to Walnut Creek. I called at the shop. When one of the girls saw me, she came up to me, greeted me cordially and bought two uniforms. She was a saleslady in that store. She told me that, if I went downstairs to the beauty shop, I would find a little lady (size 5) whom I would remember as being in my class in 1949. When I went downstairs and entered the shop, this lady came to meet me with a smile. I remembered her as being a serious-minded little girl, very much interested in salesmanship.

"Yes," she said, "I need uniforms and I'll be glad to buy them from you."

We chatted about old times in the sales class and she told me about her activities since leaving Mt. Diablo High School. She had attended the beauty school in Walnut Creek and, immediately after being graduated, had obtained a position in the choice location where she was now working. Luckily, I was able to supply her with uniforms as small as size 5, so we were both happy. As I got my samples

together preparatory to leaving, she said, "Mr. Barber, have you seen Hazel—lately?"

"No, I haven't," I answered. "I haven't seen Hazel since she was in my class in 1941. Where is she?"

"She's in Concord—right in your home town. Don't you cover your territory any better than that? Shame on you—and you a teacher of salesmanship." She was laughing at me, justifiably.

"I never was much of a salesman, Sue," I told her honestly, "nor a sales teacher, either."

"Oh, you did all right, Mr. Barber," she said generously. "But, anyway, Hazel needs some smocks. I'm sure she'll give you an order."

She gave me Hazel's address. In the evening I called and found her at

Make no mistake about it, a great many of your students in the sales classes will go into some form of selling, or occupations closely related to selling, when they leave high school.

What gives me the right to make this unqualified statement? Experience. Since I have been selling, scarcely a day passes that I don't meet one or more of my former sales students somewhere in California or southern Oregon. I meet them working as salespersons and as junior executives in the large department stores, as salespersons in a wide variety of large and small shops, as salesmen on the road, as operators of their own businesses, as buyers in stores, as waitresses, as beauticians, in all manner of merchandising operations. In fact, I can predict with rea-

SALESMANSHIP COURSES

HAVE CARRY-OVER POWER

home. I was glad to see her and she seemed glad to see me again. We talked and talked and, for the time being, forgot all about the smocks. Hazel has a cosmetics shop and is doing very well. When she was graduated from high school, she was married immediately. Her husband did well in the plumbing business; but before long he died of a heart attack, leaving Hazel with two youngsters. Because she had to go to work to support them and herself, she fell back on her sales training and opened the cosmetics shop. When her son, a senior in high school, told me he liked to fish for trout, I told him I did, too. We made a date for a fishing trip up the Feather River as soon as school was out in June.

As I was leaving the house, Hazel said, "I thought you came here to sell me some smocks I can wear in the store, Mr. Barber."

"But I didn't exactly, Hazel," I demonstrated. "I came here to see you. You were always one of my favorite sales students, you know."

"Oh, you tell all your old students that," She smiled. "But get out your sample case."

sonable certainty that, when I encounter a former student who took a sales course, I'll find that the student is now engaged in some kind of selling or work closely related to it.

I've heard some teachers of salesmanship say, "Oh, well, they (meaning the students) just take sales to have something to fill their program. They don't take it seriously. They'll never go into sales work anyway."

Positive Attitude Is Justified

I've never had this idea at all. When I taught the subject in high school, I was convinced that many of the students would use their training in making a living. Now that I'm in selling myself and am afforded an opportunity to contact many of my former students over a wide territory, I'm not surprised to find that the conviction I had as a teacher is borne out in fact. I think this information should help to convince teachers of salesmanship that they cannot afford to take their teaching any way but seriously, for they are preparing students to take their places in the ranks of the selling profession. As teachers, they have a grave responsibility.

A WORK EXPERIENCE PROGRAM IN BOOKKEEPING

YES, you read that correctly—one hour a day! Mine wasn't an ideal program, naturally, but my students learned much. Let me explain.

So often we hear, "Why do schools teach the use of five journals and three ledgers? We use only one journal and one ledger in our business." Since we cannot expect to teach all the different methods of bookkeeping, we must teach principles that can apply to the majority of bookkeeping situations. However, an explanation of the different types of bookkeeping does not seem to be meaningful to students. Exposure to the actual bookkeeping done in various businesses would show the point much better.

Last year, my two sections of bookkeeping were grouped according to ability. The high-ability class had a real desire to learn bookkeeping. I would schedule a test for Wednesday; they would be finished with their work and ask for the test on Tuesday. (I know this is a teacher's dream come true, but it happens.) We completed the course work for the first year of bookkeeping, plus two practice sets, and still had six weeks left of the school year. This situation offered an ideal opportunity to supplement the regular curriculum.

This was my chance to show these students that bookkeeping in a real office is not the same as bookkeeping in the classroom. I took a survey of the community to determine what businesses employed bookkeepers and how their type of bookkeeping would fit in with what the students had learned in the classroom. One might think that, in a town of 3,500, there would not be enough bookkeeping positions for a class of 16. However, after explaining the work experience program and its objectives to the businessmen in the course of individual visits, I found more than 16 positions in which to place my students.

Scheduling the students turned out to be the real problem. Provision had not been made at the beginning of the school year for this type of program; therefore, the students' schedules would permit only the time afforded by the bookkeeping class period for work in the local offices. This class period started at 8:27 a.m. and ended

FOR ONE HOUR A DAY?

This program is far from ideal, but it's much better than nothing in a small-town situation

GAYLE A. STELTER

Mauston (Wis.) High School

at 9:17 a.m. Fortunately, it was convenient for the students to arrive about 8:15 and work until 9:15. One student had to change her study hall so that she could work her hour in the afternoon.

In a small community like ours, the employer is not expected to pay the student for services rendered. We pointed out another advantage to the employer: For every hour of time he spent in instructing a student, he could expect an hour or more of work from the student in return. The employer would instruct a student one day, and the student would do the particular job on succeeding days.

I talked to each student personally to find out his background, so that I could, for instance, place a student from a farm in the co-operative feed mill and an auto enthusiast in a garage. One excellent student was placed in the office of the publisher of the local semiweekly newspaper. She took in cash for advertising and posted the amounts to the proper accounts. The office manager would save the previous day's totals from the cash register for the student to check and balance. The office manager was so impressed with her work that he offered to publish an article about the program in the newspaper. This was the best type of publicity the school could hope to get for this program. Another good student was placed in the business office of a school board member. The school board later approved spending over \$1,100 for new ma-

chines for the business department.

Aside from learning the use of the cash register, many students used automatic posting machines, calculating machines and such related machines as: offset duplicator, microfilm camera and viewer, Teletypewriter, and coin sorter and wrapper.

Unfortunately, three of the students could not perform the quality of work needed for the work experience program; so three possible placements were not filled. It is the responsibility of the teacher to match the student with the job. It is also his responsibility to hold students back from the program until they are ready to perform the work capably.

I visited each student three or four times during the six-week period. The work stations were within three blocks of the school, and I was able to visit one or two a day during the class period. (This may not work in a larger town where the firms are located farther from the school.) Many students would stop in after school and tell me in detail the new things they were learning. This gave us a chance to tie in the classroom learning with the on-the-job learning.

Each employer was given an evaluation sheet for use in grading the student. (Each student also had a list of the items on which he would be graded.) Every office without exception gave the students excellent reports. Of the 13 students working in the program, 12 received a grade of A from their employers; the other received a B. Two students were offered permanent positions after graduation; one was offered a part-time job for the summer, and many more expressed a desire to hire students when openings occurred.

In order to improve the program, businessmen and students were asked to give their criticisms. As might be expected, it turned out that the greatest need was for more than just one hour of work at a time. A two-hour block of time would benefit the student more than two single hours; in fact, I think that a two-hour block three days a week would be ideal for this type of program. Even as the program was constituted, however, it was well worthwhile.

CONDUCTING DISCUSSIONS

(Continued from page 26)

ensues, the students indicate the various activities of or services rendered by the savings bank; moreover, they indicate all of this in a functional, practical setting.

One further illustration should serve to drive home the point that while the content or coverage of a traditional question may not differ from that of a discussion question, its phrasing and point of emphasis certainly do.

All will agree that the requisites of good personality constitute an important area of study and that questioning along these lines is very much in place. Very few realize, however, that instruction in this area can often assume the aspects of sermonizing and that questioning in this area can be trite. Although it can be productive of the so-called "proper" answer, it will be one that represents mere lip service without any change in behavior or attitude. That is the very reaction that the question "What are the requisites of good personality?" will evoke. And converting the question into "Discuss the requisites of good personality (or good character)" will not be any improvement.

"Which personality trait do you consider the most important?" is a somewhat better phrasing; it will bring about a modicum of discussion. But better still is the question "What people rub you the wrong way?" The question, startling because it is personal, immediately starts a train of thought in the students. The teacher should make it clear early in the discussion that no names are to be used, that all that is wanted is a description of certain qualities or traits that cause an unfavorable impression.

A question of this type will evoke vigorous responses from the members of the class; even the most inarticulate will make his contribution to the discussion. The skillful teacher will carefully elicit key words here and there from the discussion and write them on the chalkboard for all to see. It is a very short and simple step to obtain a summary from the students, "Then what traits do we find objectionable in others?" And it is a shorter step to "Suppose we ourselves were to possess these traits, how would people feel about us?" This in turn would be followed by the question "Therefore, what traits or qualities do you feel we should possess in order to be liked by people?"



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

Are you someone's favorite teacher?

Wouldn't it be a nice Christmas present to know that you really were just that to some student, past or present?

"Well, yes and no," you say. "I'd rather be somebody's *best* teacher. I think it's more important to be a really good teacher than a favorite one."

Your point is well taken, I think. The interesting thing, according to what my students tell me (and I think they're a fairly typical lot), is that their favorite teachers are frequently the ones they consider to be their best teachers and *vice versa*. Recently I had my undergraduate methods students write me a brief report on either (a) "My Favorite Teachers and Why I Liked Them," or (b) "Teachers I Disliked and Why." Encouragingly enough, only one out of thirty students chose to write on "Teachers I Disliked and Why," though one student began her paper with, "Through the years I have had many teachers. For a few the term is used loosely."

Here are some of the things students told me.

"Many people believe that students always choose the teachers who give the least amount of homework as their favorites. This, however, is a misconception. Many students, like myself, admire a teacher who was a 'hardboiled slave driver' when it came to assigning work but who was fair and understanding when it came to dealing with students and their problems. That is why Miss _____, a high school history teacher, became my, as well as a hundred other student's (*sic*) favorite teacher. As far as homework assignments went, Miss _____ was without a doubt a 'hardboiled slave driver.' She never failed to give us enough homework in one night to keep us busy for a good week. Although I didn't appreciate all this work at the time, I later realized that as a result of it, I acquired an extremely useful study habit—that of budgeting my time."

"The reason I have favorite teachers involves many aspects. The basic reason is that they all took an interest in me and tried to further my interest in the subject matter being taught. I am the type of person who likes to be challenged to do a good job. My favorite teachers did this by making me see the value of the subject matter as far as I am concerned."

"First of all I believe I liked certain teachers better than others as they respected us as individuals and gained our respect in return."

"Enthusiasm and interest in the subject being taught was the mood of my favorite teachers. They were proud of what they knew and were overflowing with desire to teach it. This mood seemed to have bounced from them to me and made me happy that I had a chance to learn from them. Perhaps these favorite teachers should be called salesmen. Superior salesmen know their product, believe in it, and can sell it; superior teachers, likewise, know their material, believe it and know how to teach it. What teachers wouldn't be favorites if they sold you the most of what you wanted to learn?"

"Here was a man who loved his work and loved his students. His classes were interesting and they *kept moving*. There was never a dull moment."

"Mr. _____ had effectively combined a warm, pleasant personality with a seemingly unlimited knowledge of his subject matter to make him an outstanding individual."

But this one took the wind out of my business-education sails a bit:

"Strangely enough most of my favorite teachers were not in the field of business so maybe this chance of mine to teach will reverse this."

Touché! How do you and I stack up?

Page Tiny Tim! After that last one, I think we need his Christmas wish (and I mean it reverently): "God bless us every one."

TEAM TEACHING

(Continued from page 10)

other's ideas and combine the materials developed individually. After all, two heads are usually better than one.

- With team teaching, the specialties of Teacher A can be utilized to the utmost. Moreover, Teacher B's specialties may very well be in the area where Teacher A feels less strong.

- There can be a freshness to the teachers' presentations. Neither teacher need prepare a presentation every class day; the teachers can alternate daily, weekly or on whatever basis seems best.

- Team teaching usually eliminates discipline problems or at least keeps them to a minimum. Each teacher has the support of the other teacher to help him in this regard. In addition large class size has a subduing effect in itself.

- Teachers can benefit by watching teaching techniques of other team teachers.

- Each team teacher can discuss class problems with a person who is both professional and familiar with the situation.

- The idea of secretarial help is marvelous!

ADVANTAGES FOR STUDENTS

- The students get better teaching. There is more variety in the techniques and approaches used. Each teacher tends to teach in his specialty areas. The co-ordination of the planning by the team teachers is a natural stimulus to improved teaching. The fact that Teacher A is aware of Teacher B's observation of his teaching is another stimulus to superior pedagogy.

- The students have the increased stimulation of contact with several professional personalities rather than just one. They gain from the differing viewpoints and specialties of the teachers.

- Personality clashes between teacher and student may be avoided. If a student doesn't happen to like Teacher A, he can direct his contacts to Teacher B.

- When students are working in small groups or individually, there are several teachers to assist them. If Teacher A's explanation does not suffice, Teacher B is usually available.

- The students tend to find more

activities and resources available to them. Maximum use can be made of large-group, small-group and individual-study approaches. More out-of-class activities are possible.

- Guest speakers often feel that it is more worthwhile to speak before a large group. They would obviously prefer speaking once to a large group in place of speaking two or three times to smaller groups.

- There are indications (but not proof) that greater progress takes place with a large class—team teaching situation compared to the more traditional small class—solo teaching arrangements.

ADMINISTRATIVE ADVANTAGES

- Team teaching may permit more efficient use of the school plant if a large room is used once instead of using several smaller rooms at once or one smaller room for several class periods.

- Team teaching gives the school administration an additional method for orienting new teachers. An experienced teacher can take a younger teacher under his wing.

- Team teaching can be used as a logical rationale for graduated salaries. Rewards in salary and prestige can be given to leaders of the teams.

Disadvantages of Team Teaching

Here are some of the disadvantages of team teaching:

DISADVANTAGES FOR STUDENTS

- The greatest disadvantage of all lies in the students' feeling of being "lost" in the large-class situation. Although this disadvantage relates more to the class size than to the utilization of more than one teacher, large classes are so prevalent where team teaching is practiced that it must be considered here.

In a class of 80 or more, it is difficult enough to learn all the students' names, let alone their special problems, abilities and weaknesses. This problem is, of course, intensified if the student-teacher ratio is increased. With the large-group situation, it is more difficult for the teachers to know how the group as a whole is progressing. For this reason, it is important to vary the routine and make a sincere and tireless effort to acquaint oneself with each and every student in one's class. Teachers participating in the team approach should not fall into the pattern of "It's just another class" and

let it go at that. Individual attention must be provided for each student in the class.

Cliff Leschinsky feels that the best way to overcome this difficulty is to divide the class into two or three small groups, meeting as separate classes three days a week and as one large group two days a week.

Another idea expressed but not acted on at Andrew Hill was to utilize fully educated and certificated personnel on a part-time basis. For example, the school might hire for one team-teaching period per day Mrs. Mary Jones, who was a fully qualified teacher before she married and started raising a family.

- Certain students, especially those who are dependent by nature and those of lower ability, tend to feel somewhat insecure and even confused by the presence of more than one teacher. This may be characteristic of a team-teaching situation regardless of the size of the class.

DISADVANTAGES FOR TEACHERS

- The team teachers must be selected carefully and permitted to volunteer for the program. Working with another personality may engender conflicts that can be potentially disastrous. If the team members do not see eye-to-eye on methods of teaching the class and do not share the same enthusiasm for the program, it may be doomed before it begins.

It takes time for teachers to adjust to working and planning together. Difficulties may arise if there is inequality in the degree of responsibility each teacher assumes for the team's work.

- It is possible that the team teachers will stop growing and preparing after the first year or so—that they will "rest" year after year on the slides and lectures prepared so carefully and enthusiastically the first year.

- There is the danger of "creeping subject-matterism"—that is, that the teaching will tend more and more to become subject-centered rather than student-centered.

- A lazy teacher could conceivably permit his associate to carry the ball all the time and spend his share of the time in leisure.

- It requires time and effort to train the para-professional. Her role must be planned and defined carefully; this is difficult at first. It takes additional time to direct and super-

vise her activities. If she is absent or leaves her job, additional work will fall on the teachers. Para-professionals must be made to feel that they are truly team members, not general flunkies; they must perform the duties of their jobs with a feeling of responsibility.

ADMINISTRATIVE DISADVANTAGES

- If team teaching is properly administered, there is no economic advantage.

- Team teaching in general business cannot be used in every school. It is appropriate only if there are:

- (a) a large number of students enrolled in general business

- (b) at least two teachers qualified and willing to teach general business

- (c) a room large enough to handle the large class; movable tablet arm-chairs; and an overhead projector with screen (A microphone system is also desirable)

The Future of Team Teaching

Only time can tell the extent to which team teaching will be used in the future. Certainly some solution is needed to the problem of too many students and too few schools—and it may very well be that team teaching will play a prominent role in the solution to this problem.

Certainly more testing and experimenting is needed to determine whether team classes achieve the best over-all results for students. We need to learn how team-taught students in large classes can be assured of adequate individual attention, and we need to continue development of team-teaching methods and techniques.

The value accruing from any team teaching will vary in direct ratio to the thought and preparation that go into the organization and execution of the program. A school should not rush into team teaching without proper forethought and planning merely in an effort to be "up to date." Administrators should note carefully the strong points and the potential pitfalls of other team studies and experiences.

As Mike Bronner has stated: "At this early stage of team teaching, we're driving a car with 350 horsepower at a speed of 20 miles per hour down the highway. It sure beats walking, and it's faster than riding a bike, but we've got a long way to go in order to reach the full potential!"



SHORTHAND CORNER

RICHARD A. HOFFMANN

PLACER JOINT UNION HIGH SCHOOL, AUBURN, CALIF.

Have you ever thought of giving each student in your class a report card at the beginning of the course with a grade of A on it? "What's he thinking of?" you may say. "An A for everyone when I haven't even had a chance to find out what they can do?" But there's more.

If you decide to try this, duplicate the essential parts of the report card used in your school and give one to each student with his name, a grade of A and your signature on it. Then explain to the class that there is only one person who can change that grade: the person whose name appears on the card—you (the student).

Follow this by periodic distribution of additional duplicated report cards during the semester, showing the grade the student is earning at that particular time. Of course, the original A's may change to other grades.

Several things may result from this: Some students may determine to keep the first grade given them and really do all the work you require and do it well. Some students may slip a little, but will realize it when they receive the next "report card." Some students may slip a little and not care too much. Some students may not care at all, no matter how many reminders they get. But, you have given each student in your class several chances to improve the quality of his work.

Several years ago I took a Civil Service stenographic examination. The dictator knew little of the art of dictating. His orders were to dictate at 80 wam, and he did just that, clipping out each word according to the fraction of a second. It was almost impossible to take his dictation—there was no opportunity to phrase, there was no thought grouping. A robot could almost have done a better job.

Every now and then I use this "robot" method of dictating in class to illustrate how words generally fall into groups. It also demonstrates how easily punctuation fits into the patterns if we will only let it.

The next time you dictate, try this letter at 60 wam, dictating each word by itself with no phrasing, no pausing, no grouping of words: *Dear Mr. Smith:/ If/ you/ will/ send/ us/ the/ necessary/ papers/ we/ will/ be/ able/ to/ make/ shipment/ immediately.* You might find it difficult to do this because you are not accustomed to dictating in this way, but try it. Then follow by dictating in your regular manner: *Dear Mr. Smith:/ If you will send us/ the necessary papers/ we will be able/ to make shipment/ immediately.*

I am sure your students will see the difference immediately, even in this very short example. They will also agree that the second dictation is much easier to take. It may help you in getting your students to realize the importance of phrasing. Also, it may help to solve some of their punctuation problems by making your explanations more understandable.

If you have been using Friday as a clean-up day in your advanced classes, try dictating a battery of letters, more than your students can transcribe during the transcription period. The letters that are left over (and there have to be some) can be transcribed on the following Monday.

At first I was going to say, "Don't tell them what you have in mind." But, on second thought, if you are doing this for the first time, it might only be fair to tell the class what you plan to do. They might want to be a little more careful with their notes or even take them home to read over. I would let them do this.

If you have not tried this before and think that over the weekend is too long a time, you might introduce it by dictating letters one day and having the class transcribe them the next. After several of these exercises, the Friday dictation—Monday transcription will not be much of a problem.



teaching aids

JANE F. WHITE CENTRAL WASHINGTON STATE COLLEGE, ELLENSBURG

Economics catalog. A descriptive catalog of educational materials provided by the American Economic Foundation lists books, booklets, pamphlets, instructional manuals, sound motion pictures, filmstrips and special services of this organization. The address is 51 East 42 Street, New York 17, New York.

Guidance booklet. *Can I Be an Office Worker?* is the title of a publication designed for junior and senior high schools. It outlines opportunities in the fields of stenography, bookkeeping, business machine operation and general clerical work. A free brochure, "How to Obtain General Motors Educational Aids," lists other materials available from this office. Write to Educational Relations Section, General Motors Corporation, Technical Center, Warren, Michigan.

Notetaking. A pamphlet, *How to Take Lecture Notes in College*, suggests how to take better notes on lectures and speeches. It is available from Florham Park Press, Inc., P.O. Box 225, Madison, New Jersey. Single copies are 25 cents; 10 or more copies are 20 cents each. An additional charge of 35 cents per order is made to schools and bookstores if they request credit.

Office efficiency. The ideas in the booklet, *50 Checkpoints to Help Improve Your Office and Personnel Efficiency*, have been selected from thousands compiled throughout the years by experts from this company. Suggested for use in office management or personnel management courses. Free from Smith-Corona Marchant, Inc., 410 Park Avenue, New York 22, New York.

DPE publications. The second in a series of booklets prepared by the Policies Commission for Business and Economic Education, *This We Believe about Business Education in the High School*, may be purchased in lots of 25 for \$3.50 from Dr. Ruth I. Anderson, Executive Secretary, Delta Pi Epsilon, North Texas State College, Denton, Texas. The Commission is sponsored by the United Business Education Association and Delta Pi Epsilon. The latest copy of the *DPE Journal*, "Teaching Machines," has had special appeal because of its timeliness. Single copies, \$1; in lots of 10, 50 cents each.

Cardboard letters. You don't need to spend hours cutting out letters if you use these 2-inch capitals in sets of 180 letters, numbers and signs for your bulletin board captions. Available in red, black, green, yellow, blue and white for \$1.25 each or in gold or silver for \$1.50 each set. Please add 25 cents for postage and handling to each order. Send your orders to Educational Supplies and Services, Dept. BEW, 1650 North Serrano Avenue, Los Angeles 27, California.

Consumer information. For a copy of *Selected Proceedings of the Seventh Annual Conference of the Council on Consumer Information*, send \$1 to Ramon P. Heimerl, Executive Secretary, Council on Consumer Information, Colorado State College, Greeley, Colorado. Membership in the Council is \$3 (students, \$2). The latest in a series of pamphlets on consumer information, No. 13, *The Consumer Looks at Deceptive Packaging*, by Clinton L. Warne, was released in August. Single copies are 50 cents each. For a complete list of all publications of this organization, write to Dr. Heimerl.

(Continued on opposite page)

NOTEHAND

(Continued from page 13)

charts only after six or eight weeks.

Another technique is to let the students into the act as much as possible. Let them decide who should be invited to the Notehand class as speakers and what topics they should discuss. Let them make the arrangements. Let various students—individually, of course—give prepared lectures to the class. Plan as many activities as possible—and watch the enthusiasm run high! Other students will notice that Notehand students are having fun while they learn. Before you know it, you'll have your next enrollment for the course.

Academic students have no trouble in learning the Notehand alphabet or in practicing the units. Therefore, to keep them interested and doing their best work, challenge them with competition and outside activities.

One important technique that is obvious but which may occasionally be overlooked is to praise those who consistently use Notehand in other classes for their own benefit; after all, this is the true purpose of Notehand. Arrange to give these students extra credit.

Outside reading and notemaking should also be emphasized. Duplicated lists of good books to be consulted should be distributed to all students. Discuss these books in class—using the notes students have taken in Notehand.

Discussions should also be planned. Academic students in particular enjoy expressing their views in an orderly fashion. Have the students take notes and then revise them before handing them in. Collect both the original notes and the revised copy.

Speakers are a definite part of the Notehand course. One of our most interesting class experiences came when the students invited the Dean of Boys to Notehand class. His hobby was oil painting, which he taught at the YMCA once a week. The Dean spent the first 30 minutes lecturing about art in general, famous artists, painting materials, and so forth. Then he told the class he would actually paint a picture of the sea for us while we watched. As he worked on his painting, he explained what he was doing. When he had finished it, he asked, "Would anyone like to have this painting?" It was beautifully done. All the students raised their hands, of course; I did, too. The Dean said he

would let me have the picture to do with as I pleased. I hung it at the front of the room and told the students that it would go to the student with the highest average at the end of the semester.

Did those students work! I've never seen such industry and enthusiasm.

More orthodox audio-visual aids also have their place in Notehand class. Films concerning how to make decisions, what to expect at college, how to take examinations, etc., are easily obtainable. For that matter, any film with worthwhile content may be shown in Notehand class—as a medium for notemaking. Of course, the teacher must preview the film and make an outline in Notehand to be ready for the class. Filmstrips and records can also be used to advantage.

Another way to stimulate interest is to use the opaque projector. After a class lecture, a discussion or a film, collect the papers and put them on the screen for the class to see. Be sure, however, to postpone this until students have had considerable practice in making notes. The students themselves will compare the good and bad points of their classmates' methods of recording important ideas in a logical manner; the instructor can also point out good and bad points of the form used. If possible, place papers so that students' names are not revealed.

In using any of the approaches mentioned, remember to vary the method in order to make it seem crisp, new, exciting and different.

In grading Notehand students, a variety of bases can be used. Grades in the following areas should be considered: reading Notehand plates from the textbook; reading one's own Notehand; writing clear notes using an appropriate amount of Notehand and longhand; capturing the main ideas and recording them systematically; recording thoughts rapidly while participating, as in discussion; writing acceptable notes from written assignments; reading Notehand written two or three weeks earlier; making efficient use of notemaking hints and suggestions given in the textbook.

All in all, Notehand is an extremely worthwhile course. Remember that emphasis belongs on the *notemaking*, not the Notehand aspect—and that no dictation should be given at any time. The teacher will find that Notehand is a most enjoyable class to teach, and students will look forward to it each day.

more teaching aids

(Continued from opposite page)

Loan laws. The 1961 edition of *Small Loan Laws* presents a clear picture of small loan legislation in the United States. For a copy send 35 cents to Bureau of Business Research, Western Reserve University, Room 120, Newton D. Baker Building, Cleveland 6, Ohio.

Chamber of Commerce. New publications from this private organization worth notice: *Automation and Unemployment*; *The Goals of Economic Policy*; *Management Action to Promote Business Stability*; *Productivity and Wage Settlements*; *Taxation in a Free Economy* (all 50 cents each). Also: *The United States Balance of Payments Position*; *The Merger Issue in the United States* (\$1 each). Order from Chamber of Commerce of the U.S., 1615 H Street, N.W., Washington 6, D.C.

Textile handbook. This handbook, prepared by the textiles and clothing section of the American Home Economics Association, covers textiles from fiber through fabric, including fibers, yarns, fabric construction, finishes, dyes, standards and labeling. Price: \$1.25. Published by the American Home Economics Association, 1600 20 Street, N.W., Washington 9, D.C.

Occupational outlook. You can obtain a list of 89 career pamphlets on different fields of work and at the same time have your name placed on the mailing list to receive wall charts and other free occupational outlook materials as they are issued. Address your request to Occupational Outlook Service, Bureau of Labor Statistics, U.S. Department of Labor, Washington 25, D.C.

Audio-visual ideas. No matter what you teach, you can do it better with displays and exhibits. A new book, *200 Ideas for Visual Teaching*, written by Thadys J. Dewar and yours truly, attempts to bring together some of the best work in this field. These ideas come from every field of high school teaching and some fields on the elementary and college levels. In many instances, the authors have suggested adaptations for these ideas to other subjects. Any teacher should be able to adapt the suggestions in this book to his own classroom and to his own problems of the moment. There are illustrations of the use of the pegboard, flannel board, magnetic board, bulletin board, and many common resources. Order from: J. Weston Walch, Publisher, Box 1075, Portland, Maine. Price: \$3.

Business correspondence. A new book, *Coping with Correspondence*, by Homer L. Cox, wastes no time on grammar but gets right down to the business of writing letters. It gives the reader help in writing letters that sound natural. Send \$2.50 to Sterling Publishing Company, Inc., 419 Park Avenue South, New York 16, New York.

Human relations. Three sets of human relations posters are for sale by Mildred R. Howard of the College of San Mateo, San Mateo, California. The posters depict the importance of getting along with others and are printed in black and white on 8½ by 11 paper. There are six posters in each set, which sells for \$1.

Nation's Business. Reprints of articles that have appeared in *Nation's Business*, particularly in the areas of selling and consumer education, are available from *Nation's Business*, 1615 H Street, N.W., Washington 6, D.C. The cost varies from 5 to 20 cents each. Request a current list.

Consumer facts. The newest booklet in the "Fact" series is *Facts You Should Know About Home Appliances*. It suggests points to consider when purchasing. This booklet is 15¢, as are each of the others in the series, from the National Better Business Bureau, Inc., 230 Park Avenue, New York 17, New York.

TUCH-RITE TYPING

(Continued from page 24)

repetition, Tuch-Rite avoids drill and minimizes repetition. Tuch-Rite converts more practice—which, after all, might be bad practice rather than good practice—into *directed training*. With conventional methods, the student learns by doing; with Tuch-Rite, he learns *to do*.

Readiness for the use of the typewriter is a particular point of difference. Traditionally, the use of the typewriter itself is mandatory for learning the keyboard, including the knowledge of key location (without looking) and the skill of proper stroking (stroking that achieves fast, clean-cut typing). Traditionally, the learning of the use of the parts of the machine is interspersed with the learning of the keys. Conventionally, repetition for emphasis, for muscular training, for memory is essential in the methodology.

There is no difference between traditional methods and the Tuch-Rite method in regard to the *system* employed; the difference is purely one of methodology. In the methodology of Tuch-Rite, the student learns the keyboard through the Tuch-Rite device, which simulates the typewriter keyboard as a learning instrument. The typewriter itself is held in reserve, to be used as it was intended to be used—that is, as a *writing* instrument.

As a learning instrument, Tuch-Rite provides for the various learning factors that lead progressively to the acquisition of elementary or readiness skill. For instance, touch typing is a system of typing without looking at the typewriter keyboard; Tuch-Rite illustrates this, in that the apertures that reveal the letters can be closed by tilting the device. In touch typing, the left hand governs the left-hand area of the keyboard and the right hand governs the right-hand area; Tuch-Rite employs two distinctly different colors to set off these two areas. In touch typing, the hands hover over the home (or guide) keys and go to characters assigned for each finger; Tuch-Rite provides for this by contrasting colors for the home keys. The ultimate goal in touch typing is, of course, a reflex or subconscious memory of the keyboard; this is what Tuch-Rite is designed to develop in the most direct way possible.

Quality of typewriting as indicated

by evenness of imprint is usually associated with long, arduous hours of practice. I have found that poor quality of imprint—dark and light or shadowy areas—is due to the drills that emphasize certain fingers and characters one at a time, at different times; such drills lead to an uneven mental reaction that results in a poorly conceived imprint. Students who learn by Tuch-Rite are never subjected to monotonous drills or drills for emphasis. The papers they type are almost invariably characterized by even printing.

A particular problem in touch typing is learning to type numbers without the necessity of looking at the keys. Conventional typists are consistently uncertain about numbers. Tuch-Rite students learn the basic numbers and correct fingering by touch within ten minutes.

Finally, the teacher who demonstrates in front of the room with so many variables to contend with in machines, methods and individual student differences hardly has time to inspect and correct deviations from the norm; in fact, there is no norm to begin with. The Tuch-Rite pattern is definite and finite. The way to achieve the correct results is pre-tested. The recording that accompanies the Tuch-Rite keyboard gives the instructions, and the teacher is free to supervise and to correct deviations. This is a simple matter, since the Tuch-Rite keyboard acts as a blueprinted background on which every move made is either right or wrong and is instantly observable.

Speeds Up Learning

Since the Tuch-Rite is strictly a keyboard-learning device, the results of its use are evident in terms of accuracy and uniformity of imprint rather than speed. Nevertheless, the time saved in learning the keyboard enables the teacher to move on to development of typing speed sooner than conventional keyboard-learning methods permit. By the end of the short course given at Fairleigh Dickinson, more than half the class members were typing in the 26-52 words a minute range. One student with no previous typing experience reached a speed of 48 wam; another, who had achieved only 26 wam by the end of a previous orthodox course, raised his speed to 52 wam after using the Tuch-Rite.

How did the students react to the

course? This question is best answered by quoting excerpts from their written comments on it:

"My attitude toward typing before entering this class was quite pessimistic. My doubts centered about the difficulties of memorizing the keyboard and the involved manual dexterities of typing. . . . After completing the first three lessons of Tuch-Rite my doubts disappeared."

"Before entering your typing class in February I was sure I was in for a very unpleasant experience. I had heard that to be a good typist you had to keep going over the keyboard in repetitious drills. To my pleasant surprise this wasn't the case. The learning of the keyboard was fast, simple and pleasant without the boredom of repetitious drills."

"I had a painful experience of learning the keyboard (almost) in the U.S. Army in which we used the steady repeat system. I studied this way for a few weeks and finally dropped out of the Army school because I became very discouraged and bored. . . . When I entered the class I could barely squeeze out 16 words a minute. The Tuch-Rite system firmly impressed the keyboard in my mind and now I am very proud to say that I can type 46 wam without any errors."

"As you know, I was able to type before I entered this class in February. . . . Tuch-Rite taught me numbers in one week and I can honestly say that I have never slowed down again because of this. My boss was amazed at the progress I made both in accuracy and in speed over the past few months."

"Because of my lack of interest in typing, I had my wife type every report that was needed during my school career. Now, when I have begun to type the needed reports on my own, my wife is amazed. She has had formal lessons in typing but cannot get the even effect that I have acquired."

"In my wildest dreams I couldn't visualize my learning so quickly. . . . It is not necessary for me to look at the keys. . . . I was surprised to find the Tuch-Rite system kept my attention. . . . I was afraid I would be bored at first."

NOTE: Any inquiries about Tuch-Rite should be addressed to Dr. Philip S. Gross, 609 East 53 Street, Brooklyn 3, New York—EDITOR

Professional

Report

NEWS SPOTLIGHT

Graduating teachers

... will not be the intellectual equals of liberal arts college graduates for another decade, says Evan Hill in an article entitled "Have Teachers Colleges Failed?" in the November 11 issue of the Saturday Evening Post. This is true even though teacher education throughout the country is improving, he says. "One reason for the plodding progress of teachers colleges is that state legislatures have neglected them, often setting teachers college faculty salaries lower than those at state universities, thus making it almost impossible to hire topflight professors," he reports.

A national advisory committee

... has been established by the American Association of Business Schools to assist its officers and committees in meeting "new and challenging needs of its members and business school people generally." The members are to be selected from private industry and business, the public service and education.

Institute for Certifying Secretaries

... has elected Carlos K. Hayden, University of Houston as its dean, succeeding George A. Wagoner of the University of Tennessee, Knoxville. Assistant dean is Mina Johnson, San Francisco State College and the secretary is Athene B. Bates, executive secretary at Atomics International, Canoga Park, California. Six new members were also appointed to the Institute by the National Secretaries Association Board.

Study Abroad

... is an 820-page paperbound book published by UNESCO. It lists more than 115,000 individual opportunities for free travel and study in 115 countries. This new edition includes scholarships and fellowships offered by 1,750 private institutions, governments, intergovernmental and international organizations. Full information on eligibility, duration, value and application procedures is given for each award. It is available for \$3.25 (including 25 cents postage) from International Publications Service, 18 East 33 Street, New York 16, New York, or through your local bookstore.

PEOPLE

• Venetta Bynum Kell, Arizona State College, Flagstaff, received her Ed.D. degree from the University of Oklahoma, Norman. Her dissertation was entitled "Evaluation of Understandings in Family Finance" and was written under the direction of Dr. Gerald A. Porter. Dr. Kell has taught at Southwestern State College, Weatherford, Oklahoma, and in high schools in that state.

• Quentin G. Oleson, State University of South Dakota, Vermillion, has received his Ed.D. degree from the University of California at Los Angeles. His dissertation, "A Job Analysis of the Duties and Functions of Selected Public School Business Officials," was written under the direction of Dr. S. J. Wanous. Dr. Oleson has taught in high schools in South Dakota and California.

• Hollie W. Sharpe, chairman of the business education program at Morehead (Ky.) State College has been awarded an Ed.D. degree by the University of Tennessee, Knoxville. His dissertation was entitled "An Application of Evaluative Criteria to the Graduate Business Education Curriculums of Selected Southeastern Institutions."


Dr. Sharpe is a former president of the Tennessee Business Education Association and is a member of Pi Omega Pi, Delta Pi Epsilon, Southern Business Education Association and other professional organizations.

GROUPS

• The National Business Teachers Association will hold its sixty-fourth annual convention at the Hotel Sheraton-Jefferson in St. Louis on December 27, 28 and 29. The theme of the convention is "Education for Business—Serving an Expanding Economy."

In addition to the program listed below, a workshop in basic business education will be held concurrently with the meetings. The workshop, un-

HARCO
Nationally Known
TEACHER
DEMONSTRATION
STANDS



Write, Wire
or Call for
FREE
30 day trial
and details.

Ideal demon-
stration stand
that permits
teachers to
demonstrate
correct typing
procedures with-
in full view of
all students.
Has adjustable
platform for ob-
taining correct
height for in-
structor.

1-3482
Dem.
Stand

Also offered as IS-3482 stationary
model with two drop leaves.
Avail. in variety of heights.

manufacturers of
Adj. Typing Stands - Business Machine
Stands - Bookkeeping Stands - "Lift-
Lok" Chairs and Stools - L-Shaped
Business Trainers.
Write for Free Catalog and Price List.

GARRETT TUBULAR PRODUCTS, INC.
P.O. BOX 237 DEPT. BEW GARRETT, INDIANAPOLIS, IND.

**ALL METAL
COPYHOLDER
THAT CAN'T BREAK**

FOR
ONLY **\$1.35**



Liberty COPYHOLDER

Rugged is the word for this easy-to-use copy prop. It can't break down—no gadgets. Assures correct sight-level for accurate typing of all copy work. Used in high schools, business colleges, by typists in every kind of business. Secretaries love it!

Three attractive pastel shades—desert tan, sea foam green, steel gray. Available at stationary stores or send us \$1.35, we pay postage.

BANKERS BOX CO., Dept. BEW-12
2407 North 25th Ave. • Franklin Park, Ill.

der Floyd Crank, University of Illinois, is open only to those who registered for it by November 15.

The program of the convention is as follows:

Wednesday, December 27

2:00-4:00 p.m. — **ROUNDTABLE SESSIONS:**

ADMINISTRATORS AND DEPARTMENT HEADS. Liaison officer: Russell N. Cansler. **Chairman:** Kennard Goodman, West Technical High School, Cleveland. **Vice-chairman:** Charles Reigel, University of Cincinnati. **Secretary:** James Giffin, Eastern Illinois University, Charleston. **Theme:** "Education for Business Serves an Expanding Economy." **Panel:** William H. Blake, National Retail Credit Association; Leslie J. Whale, Supervisor of Business Education, Detroit; W. Forrest Layne, O'Fallon Technical High School, St. Louis; Allen Blake, student, Washington University, St. Louis; Lillian Foster, student, Summer High School, St. Louis; Paul Schellhardt, student, Cleveland High School, St. Louis.

BASIC BUSINESS. Liaison officer: Frank Hoffman. **Chairman:** Floyd Crank, University of Illinois, Urbana. **Vice-chairman:** Marion Clark, University of Minnesota, Minneapolis. **Secretary:** Justine Nester, Western Hills High School, Cincinnati. **Address:** "How Business Teachers Contribute to Understandings in Economic Education," William J. Mason, San Francisco State College. **Group discussion leaders:** Harriet Albin, Monmouth (Ill.) High School; Louis Audi, Mt. Prospect (Ill.) High School; Gladys Bahr, New Trier Twp. High School, Winnetka, Illinois; Ted J. Boduch, J. Sterling Morton Twp. High School, Berwyn, Illinois; Justine Nester, Western Hills High School, Cincinnati; Ann Rasche, Hughes High School, Cincinnati; Helen Haberman, Roosevelt High School, Minneapolis; Theodore O. Ousdigian, Marshall Jr. High School, St. Paul, Minnesota. **Summary panelists:** F. Kendrick Bangs, University of Colorado, Boulder; Marvin Clark, University of Minnesota, Minneapolis; Herbert Jelley, University of Cincinnati; Harold Leith, University of Cincinnati; William J. Mason, San Francisco State College; Ray G. Price, University of Minnesota, Minneapolis.

OFFICE MACHINES. Liaison officer: Robert T. Addison. **Chairman:** David Goodman, Ferris Institute, Big Rapids, Michigan. **Vice-chairman:** Virginia Anderson, Evansville (Ind.) College. **Secretary:** Cyril Johnson, Jones Commercial Institute, Chicago. **Topic:** "Preparing Students for Work in the Automated Office."

Speakers: Warren E. Bock, Southwestern Bell Telephone Company; Arthur Mason, Graduate School of Business, Washington University, St. Louis; Roland Ream, Davenport Institute, Grand Rapids, Michigan; Thomas E. Halstead, O'Fallon Technical High Evening School, St. Louis. **PRIVATE SCHOOLS INSTRUCTORS. Liaison officer:** Gordon C. Borchardt. **Chairman:** Robert E. Schmiedicke, Davenport Institute, Grand Rapids, Michigan. **Vice-chairman:** Joe Kautz, Madison (Wis.) Business College. **Secretary:** W. T. Batdorf, Minnesota School of Business, Minneapolis. **Theme:** "Men and Machines." **Speakers:** John A. Pendery, Southwestern Publishing Company; Charles A. Anderson, Davenport Institute, Grand Rapids, Michigan.

4:00-5:00 p.m. — **COFFEE HOUR**
8:00 p.m. — **FIRST GENERAL ASSEMBLY. Presiding:** Paul M. Pair, NBTA President. **Speaker:** James R. Taylor, Wayne State University. **Topic:** "Education for Business—Serving an Expanding Economy."

Thursday, December 28

9:00-11:00 a.m. — **ROUNDTABLE SESSIONS:**

BOOKKEEPING AND ACCOUNTING. Liaison officer: Allan F. Barron. **Chairman:** Harry Huffman, Virginia Polytechnic Institute, Blacksburg. **Vice-chairman:** Daryl Knepper, Lakewood High School, Cleveland. **Secretary:** Peter Yelick, Warren (Mich.) High School. **Speakers:** Jeffrey R. Stewart, Virginia Polytechnic Institute, Blacksburg; Helen A. Stuart, Main Twp. High School, Des Plaines, Illinois; Richard G. Shaffer, Pacific High School, San Leandro, California; Helen Barr, Vandalia (Ill.) High School.

SECRETARIAL. Liaison officer: Loretta R. Hoyt. **Chairman:** Marion Wood, IBM Corp. **Vice-chairman:** John C. Peterson, University of North Dakota, Grand Forks. **Secretary:** Kathleen Bernard, DePaul University, Chicago. **Speakers:** Robert E. Slaughter, McGraw-Hill Book Company; L. M. Collins, IBM Corp.

2:00-4:00 p.m. — **ROUNDTABLE SESSIONS:**

DISTRIBUTIVE EDUCATION. Liaison officer: Ann Lind. **Chairman:** A. G. Fairman, Bentley High School, Livonia, Michigan. **Vice-chairman:** Ray Dannenberg, Western Michigan University, Kalamazoo. **Secretary:** Bernard Ohm, Illinois State Supervisor of Business Education. **Keynoter:** Ralph E. Mason, University of Illinois, Urbana. **Panel:** Leonard Berry, National Retail Credit Association; David B. Tuttle, Famous Barr Company; Bernice Zimmerman, McKinley High School, St. Louis.

PRIVATE SCHOOL OWNERS AND REGISTRARS. *Liaison officer:* Henry Petryk. *Chairman:* Louise Grooms, Detroit Institute of Commerce. *Vice-chairman:* Maurice Baldwin, Saginaw (Mich.) Business Institute. *Secretary:* Mary Borchardt, MacCormac College, Chicago. *Speaker:* Arthur E. Carlson, Washington University, St. Louis. *Topic:* "Extending Automation Courses to Meet an Expanding Economy."

2:00-4:00 p.m.—DEPARTMENT MEETINGS; COLLEGE. *Liaison officer:* Don Jester. *Chairman:* Robert E. Hoskinson, Washington State University, Pullman. *Vice-chairman:* Jane Lahey, Eastern Illinois University, Charleston. *Secretary:* Robert P. Poland, Michigan State University, East Lansing. *Speakers:* Mary Virginia Moore, Michigan State University, East Lansing; Dorothy E. Crunk, Ball State Teachers College, Muncie, Indiana; Robert M. Kessel, University of Idaho, Moscow.

SECONDARY SCHOOLS. *Liaison officer:* Mary Witherow. *Chairman:* Alice C. Green, Wright Junior College, Chicago. *Vice-chairman:* Paul Hammer, Shaw High School, East Cleveland; *Secretary:* Tom Halstead, Cleveland High School, St. Louis. *Theme:* "The Future of Business within the Economic Structure." *Panel:* Louis G. Milione, American Economic Foundation; Jack E. Daniels, National Association of Manufacturers; Enos C. Perry, Director of Business Education, Chicago Public Schools.

PRIVATE SCHOOLS. *Liaison officer:* Frank Harwood. *Chairman:* Gordon Borchardt, MacCormac College, Chicago. *Secretary:* Violet Sargent, Hammond (Ind.) Business College.

6:30 p.m.—ANNUAL BANQUET. *Presiding:* Paul M. Pair. *Speaker:* John H. Furbay, lecturer and author. *Presentation of the John Robert Gregg Award in Business Education.*

Friday, December 29

8:45-9:45 a.m.—SECOND GENERAL ASSEMBLY.

10:00 a.m.-12 noon—PROBLEM CLINICS. *Chairman:* Darlene Heller. *Theme:* "Looking Forward in an Expanding Economy."

1. CHANGES IN THE TEACHING OF TYPING. *Leader:* Wilmer Maedke, Northern Illinois University, DeKalb. *Consultants:* John L. Rowe, University of North Dakota, Grand Forks; Ralph D. Shrewsbury, O'Fallon Technical High School, St. Louis; James Crawford, Indiana University, Bloomington. *Recorder:* Mary Ellis, Beaumont High School, St. Louis.

2. CHANGES IN THE TEACHING OF CLERICAL PRACTICE. *Leader:* Katherine Humphrey, Iowa State Teachers College, Cedar Falls. *Consult-*

Get this valuable lesson material for your students, free!

A SECRETARY'S DAY IN THE OFFICE OF LENOX CHINA

Used by over 350,000 students last year.

This eight page booklet, a well planned, broadly comprehensive secretarial project or test, is being made available to you by Lenox, Inc., makers of world famous fine china. Free copies may be obtained by filling out the order coupon below.

In addition to teaching basic concepts of initiative and office procedure, complete exercises in the following specific subjects are included: *centering, tabulation, rough drafting, proof reading, budget plan charting, margin setting, attractive letter spacing, speed and auxiliary skills.*

Please fill out this coupon and mail to:

Lenox Inc.

Prince & Meade Streets
Trenton 5, New Jersey
Dept. A

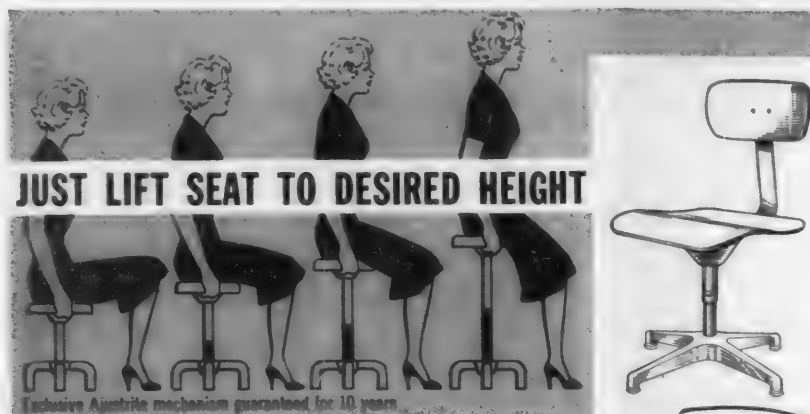
NAME OF TEACHER

SCHOOL

ADDRESS

CITY STATE

NUMBER OF FREE BOOKLETS REQUESTED



JUST LIFT SEAT TO DESIRED HEIGHT

Exclusive Adjustrite mechanism guaranteed for 10 years

Nothing could be simpler. Nothing could be faster. Nothing could be cleaner. No dirty knobs or wheels to manipulate. No tools to fuss with. You just lift the seat to the desired height. Thanks to the unique Adjustrite mechanism hundreds of thousands of Adjustrite chairs and stools are in use. 32 different models for schools, laboratories, hospitals, factories, drafting rooms, offices. And now something new: an optional tempered steel backrest that adjusts 5 inches in or out by a turn of a screw and folds down to go under tables. Write for illustrated folders.

JUSTRITE
CHAIRS... STOOLS

JUSTO EQUIPMENT COMPANY
Bowling Green, Ohio

NEW NEW NEW

A worthy and necessary addition to all libraries of schools, firms and educated individuals:

INTERNATIONAL DICTIONARY IN 21 LANGUAGES

(the equivalent of 420 bilingual dictionaries in one volume)

Send for free details or order directly for \$10—on our money-back guarantee:

UNIVERSUM
Box 948
Chicago 90, Illinois

FOR SECRETARIAL TRAINING CLASSES

McGraw-Hill Sound Color Filmstrips
Available on Rental at Only \$2.50 Each

SECRETARIAL SHORTCUTS, PART I—A variety of invaluable tips that usually come only from years of secretarial experience.
SECRETARIAL SHORTCUTS, PART II—More time-saving tips for the secretary. All designed to help her to do better, faster work.
FILING, FINDING AND FOLLOW-UP—Shows how the secretary can arrange her filing for easy work and effective follow-up.
ORGANIZING AND PLANNING—Demonstrates the rewarding results when the secretary properly plans and organizes her work.
INITIATIVE VERSUS AGGRESSIVENESS—Dramatically illustrates the difference between initiative and aggressiveness in daily work.
ADJUSTING TO CHANGE—An important lesson in how the secretary adjusts to the changes required by a new assignment.

Average running time—10 minutes each
Order from: **BUSINESS EDUCATION FILMS**,
4607—16th Ave., Brooklyn 4, N.Y.

Now Available

... the latest bound volume of **BUSINESS EDUCATION WORLD** containing the September 1960 through June 1961 issues. Price—\$6. Send your check and order to:

BUSINESS EDUCATION WORLD
330 West 42 Street
New York 36, New York

ant: Elizabeth Melson, University of Illinois, Urbana. *Recorder*: Eloise Wahlfield, Cleveland High School, St. Louis.

3. **CHANGES IN THE TEACHING OF THE DISTRIBUTIVE OCCUPATIONS.** *Leader*: Robert Stickler, Proviso Twp. High School, Maywood, Illinois. *Consultant*: Ralph Mason, University of Illinois, Urbana. *Recorder*: C. Dwight Horn, Beaumont High School, St. Louis.

4. **THE PLACE OF BASIC BUSINESS.** *Leader*: Ray G. Price, University of Minnesota, Minneapolis. *Consultant*: Mary Christmas, Lawrenceville (Ill.) High School. *Recorder*: Becky Van Matre, Lindbergh Senior High School, St. Louis.

5. **PLANNING FACILITIES, EQUIPMENT AND SUPPLIES.** *Leader*: H. B. Bauernfeind, Southern Illinois University, Carbondale. *Consultant*: Robert Ferguson, Western Illinois University, Macomb. *Recorder*: Sr. Mary Coleta, O.P., Aquin Central High School, Freeport, Illinois.

6. **CHANGES IN PROMOTIONAL METHODS IN PRIVATE BUSINESS SCHOOLS.** *Leader*: Keith Fenton, American Institute of Business, Des Moines, Iowa. *Consultant*: B. W. Dasch, Lockyear's Business College, Evansville, Indiana. *Recorder*: Mary Gasaway, Sanford-Brown College, St. Louis.

7. **CHANGES IN STUDENT TEACHING.** *Leader*: Robert M. Swanson, Ball State Teachers College, Muncie, Indiana. *Consultant*: Doris Crank, Illinois State Normal University, Normal. *Recorder*: Jane Lahey, Eastern Illinois University, Charleston.

8. **NEW TECHNIQUES USED IN SECONDARY SCHOOLS** (Teaching Machines, Television, etc.). *Leader*: Leonard West, Southern Illinois University, Carbondale. *Consultant*: Harry Huffman, Virginia Polytechnic Institute, Blacksburg. *Recorder*: William G. Carpenter, Evanston, (Ill.) Twp. High School.

9. **CHANGES FACING THE INDIVIDUAL WORKER.** *Leader*: Arnold Pryor, Mallinckrodt Chemical Works, St. Louis. *Consultant*: David H. Griffin, Westinghouse Corp. *Recorder*: Ward K. Kaminsky, St. Louis Business College.

10. **SOLVING OFFICE HUMAN RELATIONS PROBLEMS.** *Leader*: Albert J. Escher, Parke-Davis & Co. *Consultant*: W. I. Higginbottom, Century Electric Co.

2:00-4:00 p.m.—**PROBLEM CLINICS:**

1. **CHANGES IN THE TEACHING OF SHORTHAND.** *Leader*: Sr. M. Therese, O.S.F., Madonna High School, Aurora, Illinois. *Consultants*: Robert L. Grubbs, University of Pittsburgh; Dorothy Buerkle, Alton (Ill.) High School; Russell J. Hosler, University

of Wisconsin, Madison. *Recorder*: Kathryn Bernard, DePaul University, Chicago.

2. CHANGES IN THE TEACHING OF BOOKKEEPING AND ACCOUNTING.

Leader: James T. Blanford, Iowa State Teachers College, Cedar Falls. *Consultant*: Arthur Carlson, Washington University, St. Louis. *Recorder*: Marie Jessa, Illinois State Normal University, Normal.

3. CHANGES IN THE TEACHING OF CO-OPERATIVE OFFICE OCCUPATIONS PROGRAMS.

Leader: Charles Ride-nour, Bloomington (Ind.) High School. *Consultant*: Patricia Rath, State Board of Vocational Education, Chicago. *Recorder*: Ada T. Songer, Taylorville (Ill.) High School.

4. CHANGES IN BASIC BUSINESS.

Leader: Agnes Lebeda, Iowa State Teachers College, Cedar Falls. *Consultant*: Marvin Clark, University of Minnesota, Minneapolis. *Recorder*: Gladys Bahr, New Trier Township High School, Winnetka, Illinois.

5. CHANGES IN THE TEACHING OF ADULT BUSINESS EDUCATION.

Leader: Glen Wills, Southern Illinois University. *Consultant*: Herbert Ross, Alton (Ill.) High School. *Recorder*: Margaret Elam, St. Louis Supervisor of Business Education.

6. CHANGES IN CURRICULA IN THE PRIVATE BUSINESS SCHOOL.

Leader: Floyd Marshall, Gem City Business College, Quincy, Illinois. *Consultant*: Robert Jewell, Muskegon (Mich.) School of Business. *Recorder*: Louise Ferguson, Office Training School, Cape Girardeau, Missouri.

7. CHANGES IN THE PROBLEMS OF BEGINNING BUSINESS TEACHERS.

Leader: Inez Wells, Ohio State University, Columbus. *Consultant*: Paul Muse, Indiana State College, Terre Haute. *Recorder*: Charlotte Boese, McKinley High School, St. Louis.

8. CURRICULUM PROBLEMS IN COLLEGE LEVEL BUSINESS EDUCATION.

Leader: Robert Lowry, Oklahoma State University, Stillwater. *Consultant*: Eugene Wyllie, Indiana University, Bloomington. *Recorder*: Frank Lanham, University of Michigan, Ann Arbor.

9. PROBLEMS FACING THE NEW EMPLOYEE.

Leader: Fred W. Michel, management consultant. *Consultant*: J. Roe Free, Ralston-Purina Co. *Recorder*: Gordon Trotter, Webster Groves (Mo.) Senior High School.

10. TEACHING PROPER ATTITUDES FOR BEGINNING WORKERS.

Leader: Lyle Maxwell, Northern Illinois University, DeKalb. *Consultant*: Meria Williams, University of Missouri, Columbus. *Recorder*: Hazel M. Faulkner, Arlington Heights (Ill.) High School.

REPRINTS AVAILABLE

THE TYPING TEACHER AS A TECHNICIAN*—a series by Alan C. Lloyd on the development, protection, correction, and refinement of basic typing skill.

16 pages 50¢ per copy

HOW TO TEACH TRANSCRIPTION*—consists of a series of four articles that constitute a detailed outline for conducting a transcription course.

12 pages 35¢ per copy

Rx FOR EFFECTIVE SHORTHAND TEACHING*—a ten-part series by Robert L. Grubbs offering a detailed plan for real achievement in shorthand.

36 pages \$1.00 per copy

TEACHING THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING-SERIES I*

—a reprint of a five-part series by Freeman, Hanna, and Kahn on how to teach journalizing, posting, trial balance, and other first units of bookkeeping.

12 pages 35¢ per copy

TEACHING THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING-SERIES II*

—a ten-part series by Freeman, Hanna and Kahn covering such topics as special journals, inventory, depreciation, the profit and loss statement, etc.

24 pages 75¢ per copy

(Combination price for SERIES I and SERIES II—\$1.00)

THE SECRETARY: GIRL OF THE YEAR

—a factual, informative booklet that describes the national secretarial employment picture and relates through case histories what it's like to work in 11 different industries and professions. Good for guidance.

24 pages 25¢ per copy
\$2.00 per doz.

WANTED: ALTER EGO—a special report on executive secretaries as seen through the eyes of 10 such persons.

8 pages 25¢ per copy

SPECIAL INDUSTRY TERMS IN GREGG SHORTHAND—200 most-used terms with appropriate shorthand outlines for 15 different industries. A total of 3,000 special industry terms.

\$2.50 per set

*Ideal for Methods Classes

Gregg Magazine Reprint Dept.

330 W. 42nd St., New York 36, N. Y.

I am enclosing \$_____ for which please send me:

- _____ copies of *The Typing Teacher as a Technician* @ 50¢ each
- _____ copies of *How to Teach Transcription* @ 35¢ each
- _____ copies of *Rx for Effective Shorthand Teaching* @ \$1.00 each
- _____ copies of *Teaching the Fundamental Elements of Bookkeeping, Series I* @ 35¢ each
- _____ copies of *Teaching the Fundamental Elements of Bookkeeping, Series II* @ 75¢ each (Combination price, Series I and II — \$1.00)
- _____ copies of *The Secretary: Girl of the Year* @ 25¢ each
- _____ copies of *Wanted: Alter Ego* @ 25¢ each
- _____ sets of *Special Industry Terms in Gregg Shorthand* @ \$2.50 per set

Cash or check for full amount must accompany order when less than \$10.00. On orders totalling \$15.00 or more, deduct 15%. On orders over \$30.00, deduct 25%.

Name
School
Address
City State

New Business Equipment

School Phonograph

The Califone Cosmopolitan II model 26V transcription playing phonograph is manufactured by the Rheem Califone Corp., 5922 Bowcroft Street, Los Angeles 16, California. According to the company it can also double as a public address system to audiences of up to 2,000.

It has 26 watts of output, a continuous variable speed turntable, microphone and radio input jacks, out-



put jacks for recorder or headphones, a dual-needle plug-in ceramic cartridge and two external speakers. The cost is \$157.

Another model, the Continental II (26VP2), differs only in that it has a variable reluctance cartridge, a built-in preamplifier and a price of \$167.50.

Tape Recorder

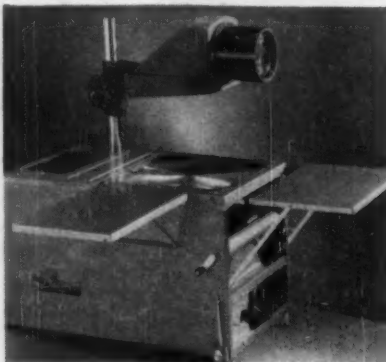
Webster Electric's new Ekotape 500 portable, transistorized tape recorder is a half-track, two-speed monaural recorder. Its features include transistorized plug-in amplifier, a



third head to allow monitoring before and during recording, a slide-type channel selector switch, a slide-type pause control switch, and separate volume controls for recording and playing back. The machine weighs 22 pounds. For full information write to the manufacturer, Webster Electric Company, Racine, Wis.

Overhead Projector

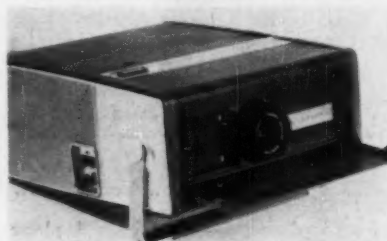
The Low Silhouette Overhead Declinescope is a new overhead projector introduced by American Op-



tical Company. It features a low-positioned projector head that is useful where ceiling height prohibits the use of an inclined projection screen. It has a 1,000-watt light source, fast focusing adjustment and quiet cooling system. Price is approximately \$345. For a brochure and other information, write to American Optical Company, Instr. Div., Buffalo 15, N.Y.

Low-Priced Slide Projector

Bell & Howell has introduced a low-priced slide projector with a five-



year performance guarantee. The Slidemaster projector features push-button remote control slide advance, power focus, 4-inch f/3.5 lens and self-contained carrying case. It is designed to sell for less than \$99, according to the maker, Bell & Howell, 7100 McCormick Road, Chicago 45, Illinois.

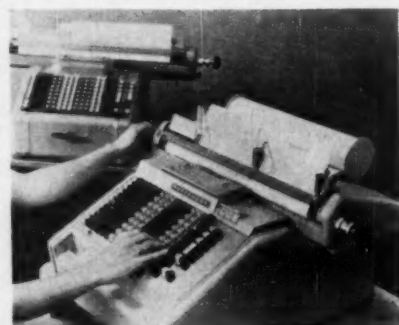
Accounting Machines

Burroughs Corporation has announced a new F6000 series of numeric accounting machines. The new series replaces 15 Sensimatic series models and features complete restyling and some price changes. (The picture shows one of the new models in the foreground and the older Sensimatic in the background.)

The machines are designed for

ADVERTISERS

Ajusto Equipment Company .	38
Bankers Box Company	36
Business Education Films . .	38
A. W. Faber-Castell Pencil Co.	3
Garrett Tubular Products, Inc.	4, 36
Gregg Publishing Division, McGraw-Hill	5
International Business Machines	Cover 3
Lenox Inc.	37
McGraw-Edison Company . .	1
National Cash Register Co.	Cover 4
Royal McBee Corp.	Cover 2
Trico Service Company	4
Underwood Corporation	6
Universum Educational Centre	38



such general business applications as inventory control, payroll, accounts receivable and payable and billing. Existing stocks of the previous series will be sold at reduced prices, according to the company.

New Products at a Glance

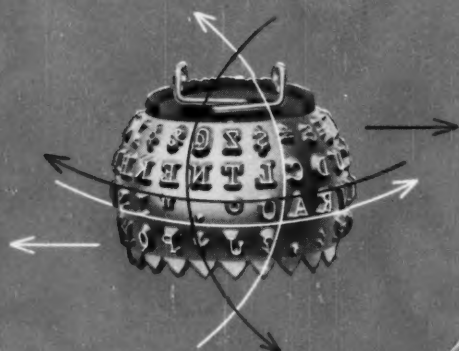
- Polyethylene plastic typewriter ribbons are now available in eight colors—three shades of blue, two shades of green, two shades of brown and a red—from IBM Corp., Electric Typewriter Division, 545 Madison Avenue, New York 22, New York.

- A new magnetic recording tape, made by Minnesota Mining and Manufacturing Company, 900 Bush Avenue, St. Paul 6, Minnesota, has a thin coating of plastic over the oxide to prevent rub-off and prolong the life of the tape. It is called Scotch No. 282 sandwich tape.

- H. Wilson Corp., 546 West 119 Street, Chicago 28, Illinois, has developed a lens for filmstrip projectors that allows for projection on that company's rear projection unit. The lens will work equally well with all popular makes of projectors, the firm says.

the
turning
point

in the teaching of typing



You are looking at the IBM SELECTRIC Typewriter, newest addition to the IBM typewriter line. The unusual object beside it is its typing element. No bigger than a golf ball, this single element makes possible the fastest, easiest way to teach typing, brings new economy to modern teaching methods.

Eliminates distractions! Precision-engineered, this single typing element does the work of a basketful of typebars. (Typebar tangles that so often slow down and confuse the student are completely eliminated.) Skimming across the paper just as your hand does when you write, it prints characters faster than the eye can see, eliminates the need for a moving paper carriage. Result: No distractions to keep students from concentrating on fundamentals. With no carriage jutting beyond the typewriter, the full-size SELECTRIC requires less desk area too.

Builds confidence! In many other ways the IBM SELECTRIC helps improve typing speed and technique, makes even beginning

students more proficient. For example, a unique storage system actually remembers — when necessary — one character while another is being printed, paces it out at a measured rate to level "typing flurries," improve typing rhythm.

Conversion to other typewriters, incidentally, is accomplished in just minutes, because the SELECTRIC keyboard arrangement is essentially the same despite the many other features that make the SELECTRIC so different.

Minimum downtime! The IBM SELECTRIC is remarkably rugged. With a single typing element instead of multiple typebars, and a stationary paper carrier, maintenance requirements are kept at a minimum.

Moderate cost! We urge you to have the moderately priced IBM SELECTRIC shown in your school soon. We think you will agree that this newest development from IBM research is an important milestone in classroom progress. **IBM**

A NEW KIND OF TYPEWRITER...A NEW WAY TO WRITE!

Increase Accuracy

while simplifying figure work
with the **NCR DE LUXE**
ADDING
MACHINE



with "Live" Keyboard

Cut hand motion and effort up to 50%
with the exclusive National "Live" Keyboard!

Every amount key on the NCR De Luxe Adding Machine operates the motor. Result: You can forget the Motor Bar! Eliminates back-and-forth hand motion from keys to Motor Bar. Think of the time and effort this single NCR feature saves! All keys are instantly adjustable to each operator's preferred touch! It is no wonder operators are so enthusiastic about the NCR De Luxe Adding Machine. They do their work faster—with up to 50% less effort!

Only NCR has 14 time- and money-saving features.

"Live" Keyboard and Adjustable keytouch are just two of the 14 time- and effort-saving features which you get in the NCR De Luxe Adding Machine. You will also like its RUGGED CONSTRUCTION—NEW STYLING—NEW QUIETNESS—NEW BEAUTY. Your NCR representative will be glad to give you a demonstration and tell you about all 14 features. Call him today.

Your business, too, can benefit from the many time- and money-saving features of an NCR adding machine. NCR's pay for themselves quickly through savings, then continue to return a regular yearly profit. For more information, call nearest NCR branch office or dealer. See phone book yellow pages.

THE NATIONAL CASH REGISTER COMPANY, Dayton 9, Ohio
1039 OFFICES IN 121 COUNTRIES • 77 YEARS OF HELPING BUSINESS SAVE MONEY



